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the Cannon
AN OFFICIAL NEWSPAPER OF THE UNIVERSITY OF TORONTO ENGINEERING SOCIETY
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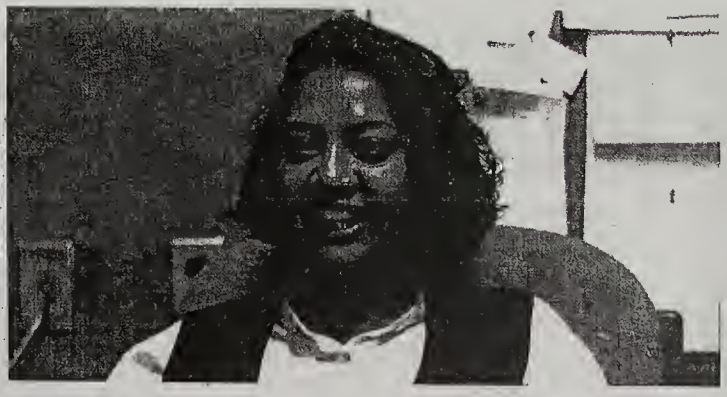

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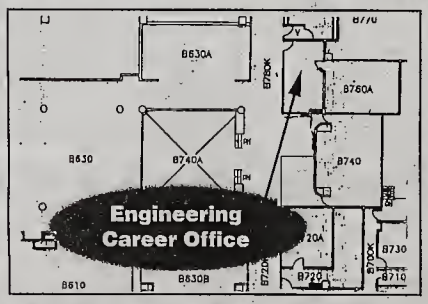
Engineering Career Office Opens

by Seema Opal, Engineering Career Counsellor

Hello to the students of the Faculty of Applied Science and Engineering. Effective Wednesday, October 1, 1997 I, Seema Opal, will be your Career Officer at the newly created Career Office located in Room B780 in the Sandford Fleming Building. I am very excited to be a part of this new initiative and look forward to working closely with you to effectively meet your career needs.

Since my graduation from Queen's University I have been Career Coordinator at the MBA Career Management Centre (CMC) at the Joseph L. Rotman School of Management, University of Toronto. I did the following things at the MBA CMC; marketed our students and services to new recruiting firms, acted as a liaison to our active recruiters, managed the entire job posting system, created and maintained a, comprehensive resource library, developed reference materials, researched alternative job sources, coordinated and marketed our resume directories, edited and published our monthly newsletter, and developed and analyzed employment surveys and job posting trends.



Through our teams' dedication and commitment to providing a high level of service to all our clients we have achieved nearly a 100% placement rate for our graduate business students.

To achieve equally high placement rates within the Faculty of Engineering I intend to work closely with you to provide the opportunities and services you want most. Next week I will distribute a career questionnaire to help us determine where you want to work and what services and resources you want to access. I will develop strong relationships with your targeted firms marketing our talent to firms in both traditional and non-traditional industries. I will also further develop my existing relationships with recruiters and

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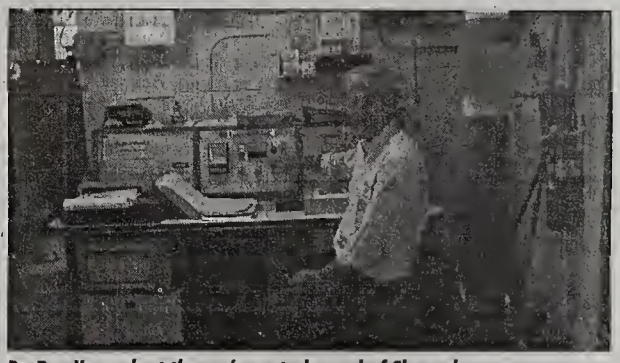
Slowpoke Soon To Be Shut Down

by Karen Chang ENGSCI OT1

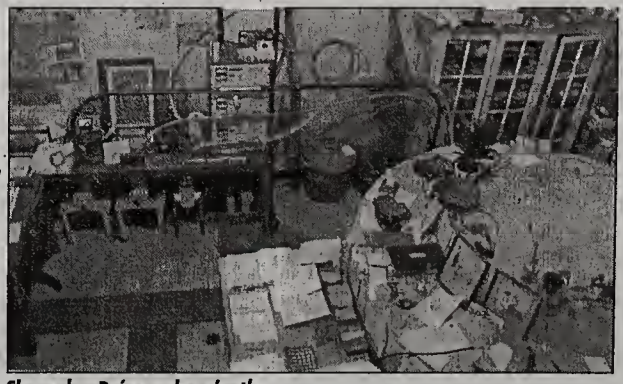
SLOWPOKE has been a hidden treasure at UofT since 1971, when the first prototype reactor arrived. The primary role of SLOWPOKE, which stands for Safe Low Power Kritical (that's German) Experiment, is a site for neutron activation analysis..

Unfortunately, this article is not about what SLOWPOKE does, but what SLOWPOKE won't be doing in a couple of years. As it stands, the Governing Council is going to spend $2.1 million to decommission this teaching and research facility by the year 2000.

How does this affect you? Well, if you happen to be one of the 200-400 undergraduate students who one year might have had the opportunity to learn hands-on how to perform neutron activation analysis, you will now have to send your samples to RMC (the Royal Military College) to get your results. And that's all you'll get. You won't learn how to interpret the data, or use the equipment. If you're a graduate student or post-doctorate fellow, you may have to try other, more costly and time-consuming analytical techniques to determine your results. If your life has been affected by the healing touch of nuclear medicine, you will know the value of such a research facility.



Dr. Ron Hancock at the main control panel of Slowpoke



Slowpoke: Dying a slow death

There were many official reasons for shutting SLOWPOKE down. First came the typical we-can't-afford-it speech, where they basically said they couldn't afford to pay Professor Hancock and his full-time staff of one. Then the money talks shifted to not wanting to replace the core, which over the past 20 years has become depleted. Then came the reason that seems to have stuck. SLOWPOKE is of low academic priority.

In his speech to Governing Council, Professor Hancock remarked,

"How should we explain this to the 200-400 undergraduate students who come each year to the facility to learn about neutron activation analysis, and to learn how to conduct research? How do we explain

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PLEASE NOTE
THE CANNON is a medium through which undergraduate engineering students can express their opinions. The views expressed herein are those of the author and do not necessarily represent those of the editors or the Engineering Society unless so indicated.

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Editorials

Important Cannon dates appear on page 22

Another Dart At Simcoe Hall

by Julian Dunn COMP 0T0

The University of Toronto's decision to award former U.S. president George Bush an honourary doctorate is incredibly inappropriate, given his indecisiveness and ineffectiveness as a president. One only needs to search for "George Bush" in any library catalogue to find stacks of books, analysing why George Bush was such a failure as president.

Perhaps the most memorable incident during George Bush's presidency was the United States' involvement in the Gulf War. Although George Bush earned an approval rating of 80% following the end of the war, this is a defective statistic. George Bush was incorrectly portrayed as an effective leader, simply because he was not reluctant to use force, and in so doing, asserted a spirit of nationalism. However, he only attained public approval because of his careful repackaging of Saddam Hussein.

The U.S. had a longstanding policy of selling weapons-capable technology to Iraq. Bush continued this policy, despite evidence that Saddam Hussein was becoming increasingly dangerous. Even when presented with reports that Saddam intended to invade Kuwait, Bush did nothing.

Naturally, Bush tried to cover-up his indecision by skillfully repackaging the image of Saddam Hussein. Before the Gulf War, Saddam was presented as a viable counter-threat to villian and U.S. enemy Ayatollah Khomeini of Iran. In Bush's mind, this made Iraq deserving of U.S. aid and technology. After Bush's careful repackaging, Saddam was now a vicious dictator, as evil as Hitler. Of course, Saddam's cruelty and depravity had not worsened any, as he gassed Kurds and killed competitors even during the time when he was portrayed as "the enemy of the enemy of the U.S.".

One wonders if the Persian Gulf War was not a convenient distraction, to shield from the public the fact that Bush had essentially no domestic policy. His government was a status quo government, and Bush was constantly attacked by the press for being a lackluster president and a "wimp" (Newsweek, 1987). His domestic policies on the deficit, the budget, education, the drug war, and such, were exceedingly lackluster and unspecific. His frequent policy reviews were repeatedly inconclusive and colourless. In fact, it could be said that Bush governed by negation, rather than affirmation: He waited for either his aides or opponents to bring issues to him, whereupon he would either pursue them or veto them, depending on the origin of the idea. In fact, Bush used his veto rights 46 times during his one-term presidency to obtain what one critic calls "victories... of negative achivement."

Clearly, the American people saw through Bush's ineffective leadership skills and made him one of the few one-term presidents in the history of the United States. Why, then, is he worthy of an honourary doctorate from the University of Toronto? Should not a doctoral fellow be exemplary in his or her field of expertise, demonstrating great ability and adeptness leading to similar achievement? George Bush is none of these things.

Out of all the misguided and downright silly decisions the University has handed down, this must rank high on the list, right next to the decision to shut down the Slowpoke reactor. But then again, perhaps the university, like Bush, just "lacks the vision thing."

Read the balloon over my head

by Gina Seto ENG SCI 9T9

Funny, how I can slam everybody around me for not getting their articles in on time, and yet here I am, layout staff working frantically around me, doing my editorial. Last minute editorials, I've concluded, are a curse, from which no editor can hope to escape. Oh sure, I swore that I would always have my editorials done early. I'll do some during the summer, I thought, to save me some grief during the year; like a stash of emergency cookies. I can assure you, however, that you have in your hands, a fresh, bona fide last-minute editorial.

But how else could I ever convey to you the meaning of the moment?

As I write this, UofT day activities have possessed the school. People everywhere are moving, building, talking, and eating free lunches. The staggering energy and verve that stem from this school, this faculty, makes me proud to be a student here. I want to remember these days, and all of these people I shared it with. I want to record it into the pages of this publication and show it to my kids when they wonder how life could ever have been fun in my time. Goodness, nostalgia already, and I've barely started third year. Heck, the fourth years have already written up their yearbook comments. I know this, because the person on the computer next to me is typing them up. Hi.

All day, each Engineering department has been trying to convey to the general public what it means to be an Engineering student at UofT. I wonder if they succeeded in communicating what they wanted to say. I am sure they've been showing examples of student projects, departmental resources, brochures and/or articles, to put on their best face for people on the outside, looking in.

Student volunteers swarm the halls. I wonder how the student presenters examined their own lives before explaining to strangers over and over *what it is that they do, what their dreams are,* and how they are going to achieve them. I wonder how many of them glibly recited the words off a glossy brochure. I wonder how many cared not a whit about their identity, and just came for the free food.

Cartoons can be just as eloquent. And their expressions are guaranteed to freeze in that position. What do you think, does life imitate art?

Even so, UofT day is a glorious celebration of who and what we are, whether we know it or not. Just check out the awesome photospread!

Let's see now, what have we got for you this issue? We take a close look at the slowpoke reactor issue, and say goodbye to Professor Gorrie, and we also have a ton of F!rosh week pictures (slathers of eager, enthused F!rosh), long awaited professor evaluations, opinions, news, and much, much, more. I used to be impressed with all the activities generated from within Engineering alone. I've discovered now, that the number of things that go on around Skule™ blows my mind! I can't believe that we are actually handling the task of bringing you everything that's going on in Engineering. We can certainly try.

So sit back.

Enjoy your Cannon.

LETTER TO THE EDITORS

Exams Can Be Good Measure of Ability

I strongly disagree with Anthony Patafio's complaint in the September 2nd *Cannon* "Exams: A Fair Measure of Competence?", where he claimed exams are not an adequate measure of competence. The truth is people who can handle pressure well enough to write a good exam are best suited to make careful decisions in engineering. Furthermore, stress-tolerance is one of many engineering traits which improve while studying for or writing exams; two other examples are time management and memory skills.

"Memory skills?" you say. "I'm an engineer; I don't memorize." Every good decision maker knows that the more information you are armed with, the more qualified you are to handle an issue. A sceptic can give some B.S. about "lateral thinking" in new situations or "spatial capacity" in problem solving, but the fact is good engineers need solid understanding in their field. For example, an electrical design engineer cannot communicate his/her thoughts effectively to team members without first memorizing the layout of a computer. That efficient workers have memories good enough to prevent "reinventing the wheel" when solving problems.

Exams are not perfect, but Anthony's concern that "to make or break someone's career based on a few specific questions on an exam is ludicrous" is unwarranted. For the most part, students get roughly the marks they deserve. In extreme situations (the very ones Anthony seems concerned with), students can pick up a white and yellow sheet outside GB 157 and appeal faulty marks.

Oddly, Anthony claimed that "all students in engineering are bright enough to deserve to be there". Does he remember what got the majority of us here? Good marks in a handful of high school courses, four of which have major exams: Algebra & Geometry, Physics, Chemistry, and Calculus. Glad to see he has some faith in the examination.

Mark Ebden
ENG SCI 0T0

Opinions

The recent revelations at Ontario Hydro, about years of gross mismanagement of their nuclear power stations has caused many to reconsider the feasibility and safety of nuclear power. Here, two students present different opinions on the benefits and detriments of powering our cities and countries with nuclear power plants.

The Power of Nuclear Power

by David Lie ENG SCI 9T8

PRO

Lately, the news has been dotted with criticism of Ontario Hydro Nuclear and of nuclear power in general. To many, nuclear power has proven itself a great white elephant, providing a seemingly cheap, clean source of almost unlimited power—but turning out to be a dangerous menace just waiting for the right conditions. It seems, unfortunately, that a much larger segment of the public has been swayed rather than disgusted by the media sensationalism that has been going on for the last month or so. The myths created about nuclear power have to be dispelled for people to form clear and informed opinions.

Firstly, one of the biggest misconceptions about the nuclear stations is the confusion between the management and the technology. Essentially, the problem with Ontario Hydro Nuclear lies in the management of its resources and corporate structure, not its technology. For example, the illegal dumping of nuclear waste at Bruce (peninsula) was purely a management failure, and had nothing to do with a technological problem. There were no valve failures or loss of coolant conditions. Rather, someone made a very poor decision to place materials in an environment in which they did not belong. However, human error can be a cause of a severe reactor accident, as shown in the case of Chernobyl. Thus, the shut down of the stations is to protect against the possibility of such human-caused accidents. The nuclear stations do have to be repaired — but it is the human resource management element that needs fixing, not the technology. If an automobile accident occurs because the driver of the car has not replaced the brakes on the car for 10 years, no one would say that cars are unsafe and that their use should be forbidden. Nuclear stations themselves have always been, and are now, safe.

Secondly, there has been criticism that we have simply placed too much faith in nuclear power, and that while it is a good source of energy, we should consider other alternatives. Naturally, one can not argue against the consideration of alternatives. If no one had ever considered using nuclear energy, humanity would be living in sealed environments due to all the pollution caused by burning nothing but coal and oil for the better part of a century. A single fuel bundle puts out about 600 kW of energy and lasts for months while an entire coal fire plant may only put out 50 times that. One of the reactors at Darlington may easily generate 900 MW at full power. Just the savings in space, transportation of fuel and cost of mining alone are staggering. Hydroelectric, solar and wind energy, while attractive, will not on the average produce even the equivalent of 50 fuel bundles. Would a vast landscape covered with water, mirrors or windmills be better? Nuclear energy produces hazardous wastes, but produces them in such a way that they are collectable and controllable. The burning of fossil fuels places the wastes directly in the air where they can go to any part of the world and affect any persons living on this planet. Nuclear energy has great problems and dangers associated with it, but those problems and dangers are controllable if people continue to use their ingenuity and foresight.

Finally, there has been talk of a "nuclear cult" of engineers and administrators who believe themselves the omnipotent rulers of their domain. In a way this has become the case, because many of these misconceptions have caused the public to become ignorant of the true facts of the matter. The engineers and administrators who make up the cult have families and loved ones too, and safety for them is, as for everyone else, their prime concern. The fact that they appear to be a cult is due to the fact that many of the issues they deal with have been so heavily perverted by the media that the public can not make head or tail of it. As a result it becomes a mystery to them and causes alienation between those running the plants and the public that they serve. In a sense, there is a cult running the nuclear plants. Those in the cult know and understand the situation at the plants because it is their job. While no one would argue that they should have free reign to do what they wished unchecked, their alienation by the media is destructive and dangerous. Only by better communication with those we have trusted with the benefits and dangers of nuclear power, can we, as the public gain a better understanding of what is powering our cities today.

Nuking Nuclear Power

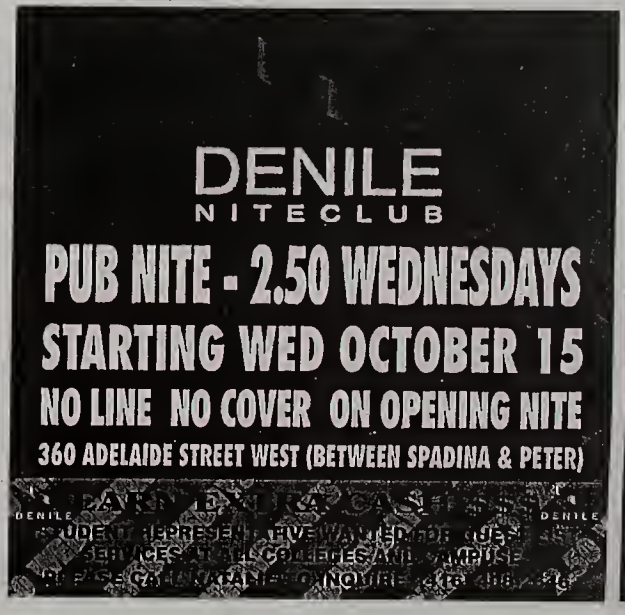
by Anthony Patafio ELEC 9T9

CON

The recent announcement by Ontario Hydro that it was discontinuing operation of its main nuclear reactors due to safety concerns came as a surprise to me, not so much due to the fact that there were indeed problems, but more so in the sense that they were willing to admit it. What puzzles me more is the feeling I get which suggests to me that the public is generally uninterested in the whole situation while having faith that "someone else" will fix it. I'm not exactly sure how anyone else feels, but I am bothered by Ontario Hydro's failure to maintain up-to-date safety standards at its nuclear plants. And there could very well be more behind the story than the public is allowed to know.

In general, there are some major problems with generating electricity using nuclear energy. As innovative and efficient as nuclear reactors may be, the fact of the matter is that the radioactive waste that is produced by these reactors is a great detriment to the environment. It seems as though this method of generating electricity is designed with only the short-term gains in mind, while the long-term consequences are ignored. As distant as the future may seem, the long-term consequences will eventually creep up on us. Also, operating a nuclear plant effectively requires a lot of maintenance. Carelessness and neglect resulting from ignorance and bureaucracy can lead to an accumulation of serious problems. The past has shown us that nuclear plants are not infallible. In essence, how far will the operation of these nuclear plants be taken solely for the sake of economic profitability at the expense of public safety? Future generations of engineers will have to address these problems responsibly and effectively.

The reports, which revealed that Ontario Hydro's nuclear reactors could not pass safety inspections, come as a real disappointment. Up until the present the world has accepted, sometimes reluctantly, living with nuclear energy and it's unlikely that the overall use of nuclear reactors will cease anytime soon. But with that in mind, if nuclear plants are going to be run, it should be done right. How a serious responsibility like running a nuclear power plant came under neglect we may never know for sure. However, thought should be given to alternatives to nuclear energy. Predecessors to nuclear power, such as coal and oil plants release too much pollution and the supply of fossil fuel is not unlimited, while hydro-electricity generated by natural phenomena like Niagara Falls is not feasible at just any location in the world. Attempts are being made to harness the virtually infinite non-polluting power of the sun and wind. These latter two alternatives would make sense since the sun emits a great deal of energy and drives many of the natural forces on Earth, including the wind, and every nation has access to sun and wind. Unfortunately, many methods of employing solar and wind power have been denounced as being either uneconomical or just too difficult. My response to this is "Who said solving engineering problems is supposed to be easy?"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Skule™ News

Gorrie Resigns

by Adam DeVita ELEC 9T9

Professor Gorrie, longtime director of the Engineering lifeline, our very own Engineering Computing Faculty (ECF), has resigned. A higher duty calls, as Provostal Advisor on Information Technology over at Simcoe Hall. He leaves behind him the legacy of ECF, which was the first site to give accounts for one's entire academic career rather than per course, the first site to use a person's name for their login, and the first site to supply modem access for students

Professor Gorrie is hailed as the best qualified for the position as Provostal Advisor on Information Technology (IT). His success in the development of ECF has already made his advice, as quoted from Adel Sedra's memo to Principals and Deans, "widely sought". As he enjoys teaching, his time will be divided; 10% Engineering, 90% for the rest of the University. Until a replacement is found, the Provostial office allows him to be here more than 10% of the time, to aid in the transition. This new job is a unique opportunity for him to work for the University in a larger capacity for the next 5 years. His job, as outlined in Sedra's memo, will be to "coordinate activities that involve collaboration between the Information Commons, Digital Library Computing and Network Services, Telecommunications, Administrative Management Systems and Student Record Systems." Professor Gorrie will also act as project manager for new IT, and as a liaison with all academic divisions on information technology. This way, the successes, and failures, of the various solutions each department comes up with for their individual IT problems can be shared. Professor Gorrie will be coordinating such efforts, and, in his own words, "prevent the re-invention of 12 wheels ... the departments often duplicate efforts."

Students and staff alike will miss Professor Gorrie. He can be reached at:

Professor J.D. Gorrie, P.Eng.
Office of the Vice-President and Provost
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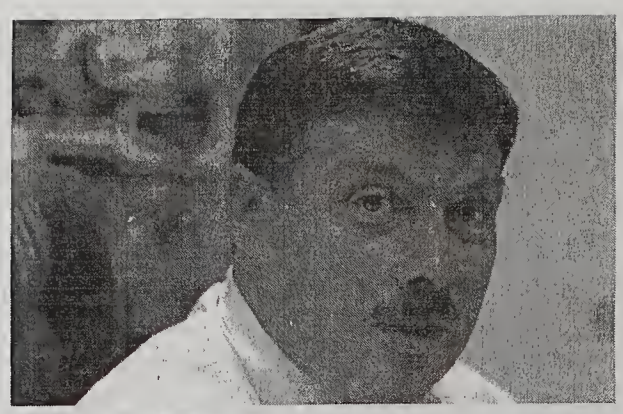


Professor Gorrie in his old office

The Gorrie Details

- Graduated ENG SCI 6T8
- Completed a Master's degree Elec.
- Ran own business, which stopped him from finishing his PhD
- Came to Engineering Skule™ to work on the "Hub Net", an experimental 1MB/s fibre optic technology.
- 1982/83 Set up the VAX 780 with 40 Dumb terminals for Fortran programming. This was the beginning of ECF.
- 3 months after Gorrie arrives at UofT, Phil Poulos joins him. The two of them build ECF and create the CCIE network
- Gorrie and Poulos started ECF with neither office nor machine!
- The machine showed up around the first week of September, and the dynamic duo worked 40 hours over the weekend to get it ready, doing absolutely everything.
- Subsequent back problems were alleviated by working flat on their backs on desks.

A Former ECF Grunt Salutes Gorrie

by Kern Lewin ENG SCI 9T7

I can't imagine what my undergraduate existence would have been like without ECF.

Admittedly, it probably didn't lend much to my spiritual evolution, but on every other level it was absolutely pivotal. It provided a group of wandering misfits a way to get in touch and stay in touch with each other; to forge a group out of the mob. It was on those machines that I learned to program, gained my first exposure to that amorphous and infamous entity called "The 'Net" (I'm on the net, are you on the net? Better get on the net!), and I also had the good fortune to work off my 600 hours of community service (er... I mean practical experience) as a part-time employee of ECF.

And now we bid farewell to Professor Jack Gorrie, the man (along with Phil Poulos who we'll ignore for now because he hasn't left yet) responsible for building and maintaining the network that so many of us rely on every day.

> *"... those who know him will never forget the timeless lesson that separates a good technical staff from a mindless pile of rocks: There are few problems in this world that can't be solved by turning something off and having a cookie."*
>
> **Andrew Pavacic, ECF Grunt**

Okay, he's not dead. He's not even going into early retirement. But he is leaving ECF for new challenges. I always saw `gorrie` and `phil` (who I always mentally referred to on a login name basis) as a kind of good cop/bad cop duo. Professor Gorrie was always welcoming and helpful, both in his capacity as ECF administrator, and as a Professor. Phil served as the omnipresent gargoyle of imminent punishment. Professor Gorrie had comfy chairs. Phil surrounds you with menacing, twisted icons of technology with their teeth bared, and makes you stand fearfully amidst them to face your sentence. An effective team, sharing a common commitment, and sporting a quirky sense of humour and style.

They literally built ECF as a two-man crew, cable by cable, in the early 80's (before that, students had to do programming assignments on the now-obscure "digital abacus"), and in so doing, brought our whole faculty forward into the computer age; harbinger of the information era.

So congratulations, and good luck to Professor Gorrie, the new Provostal Advisor on Information Technology. To borrow a phrase a very wise man (who also happens to be the drummer for the barenaked ladies): greet the future with "Vim and Rigour".

Slowpoke Shuts Down

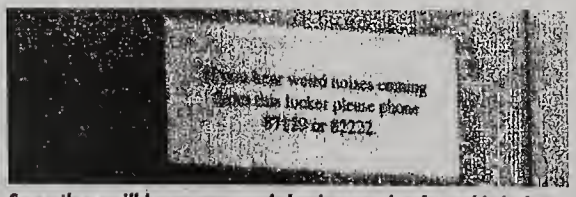
Continued from page 1

this to their teachers? How do we explain to visiting university-bound high school students and their teachers that a machine clearly demonstrating the relevance of nuclear physics principles they are learning about has so little value that it is to be scrapped? How will we explain to all of the graduate students and researchers, and the general public that in this time of rapidly escalating tuition fees, Governing Council is willing to spend more than $2 million of taxpayers' money to close a still useful teaching and research facility, rather than explore the possibility of refurbishing the reactor for a sum that is estimated, using recently obtained information to be about $0.5 million, to produce a facility with a potential working life of 10-20 years? Is not such an investment in the future training of UofT students worth this much? How many more academic priorities must we display? Or could it be that 'academic priorities' means MONEY rather than the welfare of our students?"

On the whole, UofT really is too big to notice the loss of such a facility. But the effect to UofT's reputation as a respected institute of research will be severely damaged. There are many reputed universities in the States, such as Harvard and Yale, who would do almost anything for a facility like ours. Both the University of Montreal and Dalhousie University have pledged to replace the cores of their own reactors, although money seems to be an obstacle at the moment.

Professor Hancock observed,

"Although relatively little research and teaching is done there, McMaster University is so proud of its large, old research reactor, that it contributes annually about $0.5 million to its operation. What does McMaster know that we do not?"



Soon, there will be no more weird noises coming from this locker.

Although the decommissioning of the SLOWPOKE is personally unfortunate for Professor Hancock, as it is likely that the university will no longer employ him, his concern is for the students. They will no longer have that element of hands-on learning, which is just as important as the theoretical side. It is extremely unfortunate that an institute of higher learning is willing to sacrifice such a facility, which has found its niche in medicine, anthropology, forestry, zoology, engineering, biomaterials, industry, and among foreign universities to name a few. But unless Governing Council has a sudden change of heart, it seems that this tortoise just can't win in the long run.

ECE Logo Contest

The ECE Club is holding a competition for a new club logo. The ECE department has gone through a number of changes in the past few years and the club executive feels it's time for a new look.

The Club is planning to sell ECE t-shirts this term, but before we do, we need a new logo. Contestants are to design a new logo for the Club and drop it off along with an entry form in the ECE Club mailbox (located on the door of SFB640) before October 17. Entry forms are available on the door of the Club room.

The Logo must meet the following criteria:

1) Must be black and white.
2) Must say "Electrical and Computer Engineering"
3) Must say "U of T"

The person with the best design will receive $25 and one free ECE T-Shirt.

Orientation 9T7

turn the page for F!rosh week photos...

Daily Bread Food Bank

530 Lakeshore Blvd. West
Toronto Ontario M5V 1A5
Tel: (416) 203-0050, Fax: (416) 203-0049
Taxation Division Registration # 0666347-09-13

September 12, 1997

Attention: Mr. Ryan Morrif
Engineering Society of U of T
10 King's College Rd. #B670
Toronto ON M5S 3G4

Dear Ryan :

On behalf of the Daily Bread Food Bank's Board of Directors, Staff, Volunteers, and especially the people who must turn to food banks, thank you for your kind donation.

Your collection of 474 pounds of food and the 100 plus volunteers has not only provided practical assistance to low income families and others but also, has helped to keep them healthier, and sustained their hope for better times and a brighter future. You should also know that, for those who need food bank help, knowing that someone has taken the time to care, is just as encouraging and important.

Providing food when the cupboard is bare is just one important step in helping people back on their feet. In addition, our network of neighbourhood food banks also try to identify other needs a family living in poverty might have, and provide them with: direction to a job search or training program, advice on sorting out a problem with employment insurance, welfare, worker's compensation, CPP or other government programs, help with housing or clothes, and even economical, yet nutritional recipes and cooking tips.

While we look forward to the day when food banks are not needed, please accept our gratitude for the vital assistance you have provided, which is all too necessary today.

Best Regards,

Erin Mulcahey
Director, Community Relations
(416) 203-0050

A non-profit, charitable organization working to eliminate hunger in the greater Toronto area.

☜ ***A letter of thanks received from the Daily Food Bank, for assistance during the Charity Event.***

A F!rosh Look at F!rosh Week

by Sunita Chacko COMP 0T1

Deep in the heart of Skule™ there exists a tribe of people known simply as "The Engineers". Once every year, the tribe prepares for the arrival of many new members from far and wide. These newcomers, a.k.a. "F!rosh", are inducted into the strange society of engineers through a week-long ceremony called "F!rosh Week". Here is a first-hand account of this event by one such f!rosh.

At 8 a.m. on the appointed day, hundreds of f!rosh appeared from all corners of the GTA and beyond. Some huddled in small groups while others preferred to stand alone. Suddenly a select group of Engineers, known as "F!rosh Leaders" appeared. They then proceeded to torture the poor f!rosh in various ways. After a couple of hours, the f!rosh emerged hot and tired.

Having passed the first part of the rites, the f!rosh donned yellow hard-hats and T-shirts. Later in the day, many f!rosh had various body parts (mostly arms) coloured with a strange purple dye of unknown origin. From that point on, they were marked f!rosh.

The f!rosh learned many of the ritual chants sung by the Engineers. They spent the majority of the rest of the day, roaming the streets of downtown Toronto and chanting these same songs. Members of a ritual tribe ("Rye High") were struck dumb with terror at the sight of them. Later, the f!rosh stampeded through a local assembly ground known as the "Eaton Centre", instilling fear into the hearts of passersby and bystanders. Wherever they went, f!rosh seemed to be accompanied by the sound of honking horns. Every so often a group of engineers known as the LGMB appeared to assist the f!rosh in making as much noise as possible.

F!rosh, not being without religion, undertook a ritual baptism of sorts in the fountain at Nathan Phillips Square. This was followed by chanted praise to the Great Gumby. Finally, completely drenched and purple, the f!rosh retired to the engineering watering hole known as "Suds".

On the second day of festivities, a chosen group of f!rosh were required to prove their literary abilities through the EPT. The rest were put through an agonizing ordeal known as the TPT. This was followed by a somewhat tedious session during which f!rosh were informed of all the rules and regulations associated with being a good engineer at Skule™. Finally, a group of weary f!rosh were released for a quick lunch.

For the rest of the day, f!rosh were occupied with various Charity events. These allowed f!rosh to show their gratitude to the people of Toronto for recognizing them as Engineers. However, due to a slight lack of organization, a few f!rosh remained idle and confused (not naming names, of course). As night fell, many f!rosh headed to St. Lawrence Market for "F!rosh Nite", a ritual bonding event. There was music, dancing, and of course, BEvERages! As one person remarked, "I have never seen so many drunk engineers in one place!"

The next couple of days brought the onset of classes. F!rosh met their Professors – people who are instrumental to the process of acquiring that Iron Ring. [A few more events were held over the weekend. However, being a Community F!rosh, I was unable to attend these events. Hence, I regret to inform you that I cannot provide all you avid readers of the Cannon with a totally subjective opinion of them.]

Over all, F!rosh Week 9T7 proved to be highly enjoyable. In spite of the initial mild hazing, combined with nervousness associated with beginning university, I believe f!rosh in general had a great time. We discovered that – to our amazement! – the F!rosh Leaders were not really daemons in disguise, but in fact were friendly and helpful engineers. And, of course, Engineers Rule The World.

A Word From Your Orientation Chair

by Joe McNamara MECH 9T9

Well, now that we are off to a start with our classes, and back into that routine of Labs, Problem Sets, and Tutorials, I just thought I'd tell all of those people who didn't participate in orientation how it went. It was great, where the F@#K were you, and why didn't you help?

I'd like to thank everyone who did participate and help, and say that I had a great time and I hope all the F!rosh enjoyed the week. F!rosh Nite was great, Krusty looked amazing, Hart House Farm was a blast, and the F!rosh kits kicked ass. I would also like to thank all the sub-committee chairs; my two vice chairs, Paul Andersen and Ryan Morris, and a special thanks to all the sponsors: Druxy's Famous Deli Sandwiches, Mario's Bakery, Unitext, Ein Stein's Café & Pub, Northern Telecom, Copywell, College Garden Food Bar, and B. B. Ques. (Gratuitous Plug) Well that's about all I have to say about F!rosh Week, but a few other events you can look forward to are: Oktoberfest, Friday October 17th, and CANNONBALL, coming soon. For all those people who are worrying about the way EngSoc is spending their money, Orientation came out under budget, so far. The last thing I have to say is regarding the Orientation Review Committee, there will be a meeting sometime in November. This committee will review orientation, and try to come up with ideas or suggestions for next year's Chair. Any complaints can be made, so look for posters soon.

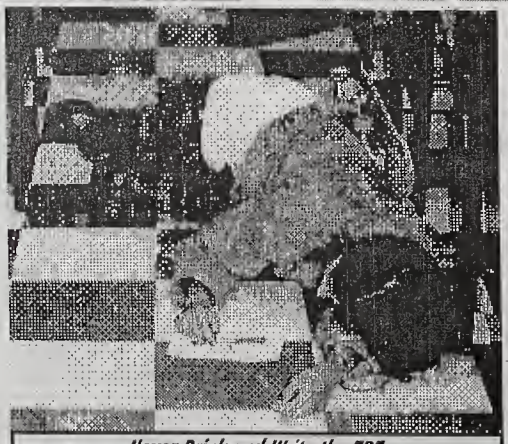
To all the F!rosh and leaders, thanks for the great turnout and I hope you all help next year.

F!ROSH WEEK 917

JUMP JUMP JUMP JUMP

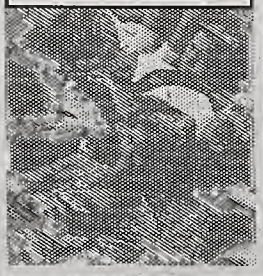
Malcolm at Work.

Cheating during the TPT.



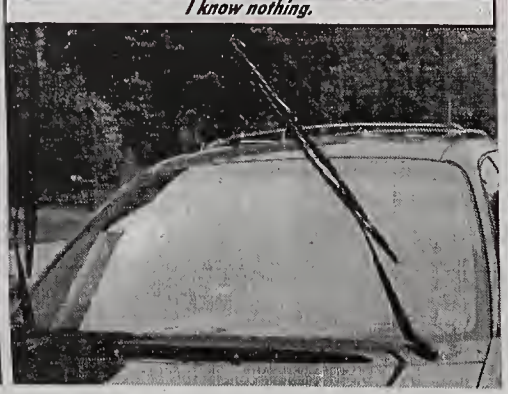
Never Drink and Write the TPT.

Sizzle me Cinders.



F!rolicking F!risky F!resh F!rosh F!reaking F!rantically.

I know nothing.



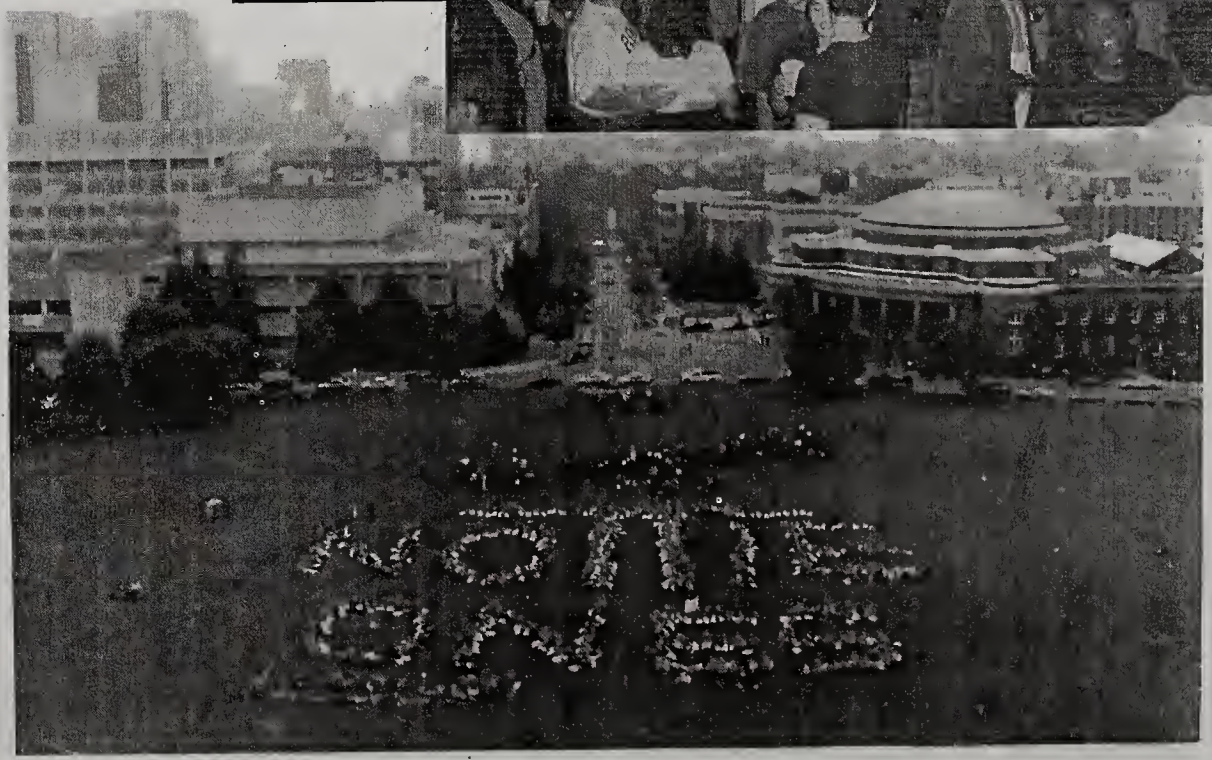
Watch out for the van!

You shoot me, so I shoot you.

Too many Frosh, too close for comfort.

The Black-clothed Fearsome Creatures return.

Too much of Struan, too close for comfort.



Club Reports

ECE Club

by Dan Foisy, ECE Club Chair

The ECE club kicked off the year with a fairly successful smoker on Sept. 12. Our next smoker is coming up on Wed., Oct. 8 at 3:30. Come on out for cheap pizza and BEvERages and some music in our newly refurbished common room (Nice shot Chief!!)

We are doing our best to keep the room open from 9 to 5 so everyone can enjoy our new pool table and pinball machine. Ping pong coming soon courtesy of Tom our sports rep!

Our dinner dance is coming up on Sat, Nov.22 at the Westin Harbour Castle. Tickets will be selling a little before the beginning of November. Our department chair has generously agreed to sponsor tickets for the Frosh-to-the tune of $. We hope to see you there!!

Don't forget our T-shirt contest. Check your email for further details or e-mail us at *ececlub@ecf* for more info on this and many more fascinating facts.

Chem Club

by Wendyfine Wong CHEM9T8

To all Frosh: *Sorry* about the mistake in the Frosh Handbook. The Chem Common Room is WB 238 and not WB 248! Oops!

To all Chems: The annual Canadian Society of Chemical Engineers (CSChE) National Conference will be held from October 4th to October 8th, 1997 in Edmonton. This is a great opportunity to meet other Chemical Engineers from across the country. Contact *neem@ecf.utoronto.ca* if you have any questions). Our annual Dinner Dance will be held on Saturday, November 29, 1997 at the Primrose Hotel. Ticket prices will be finalized very soon. Stay tuned! The Volleyball Tournament has been postponed due to rotten weather on Thursday. Hopefully we can pull off another one soon.

Good bye for now!

Eng Sci Club

by Kevin Harris ENG SCI 9T8

We have finally arrived in our new common room (40 St. George), so this hopefully means no more lunchtime cram sessions that don't involve studying. Within the next week, the computers should be installed, and the finishing touches should be completed.

Our two September smokers were a great success. I don't know how many books actually got sold at our book smoker, but it was a good time nonetheless. The Altera smoker was packed! It shows you what free pizza will do for a smoker. pizza was eaten at a phenomenal rate! We are looking into having more sponsored smokers. Our next smoker is scheduled for Thursday October 30th with a Gypsy theme, so don't miss it.

The annual Engineering Science Dinner Dance is scheduled for Saturday November 8th, and tickets will go on sale sometime soon. So get your tickets! For information about upcoming events, check the common room or ask your class representatives.

Mech Club

by Marie-Chantal N Ross MECH 9T8

This year the mech club is dedicated to getting the students involved. We want all mechs to feel that they are an important part of the Engineering Faculty, and that engineering does not only mean, "WORK."

September Events:

☞ We had a textbook-sale smoker, and though it was disorganized, we were very happy with the outcome. Thanks to all of you for stopping by.

☞ The pop machine is now stacked. Pop can be bought in the Common Room (MN 225A) for $0.50 a can.

October Events:

☞ Mech BBQ - October 2nd - In front of the Mechanical Building.

☞ T-shirt Design Competition - Prize: Free T-shirt (with your own personal design) and $25.00 CASH!!! - Deadline: October 16th.

☞ Mech T-shirts go on sale - TBA

☞ Installment of Microwave in Common Room - TBA

☞ Pool Table Repair - TBA

Though the club has gotten off to a slow start, events are on the way. We are getting organized and fun is on the way. So keep an eye and ear out for BBQ's, smokers, and especially the Mech-Indy dinner dance!

Geo Club

by Drew Nill GEO 9T8

The club wishes to welcome the returning and first year students. During the summer, our chair changed. Dr. Bawden replaced Dr. Scott as the program chair. The students organized a formal reception on September 24 to thank Dr. Scott for his eight years of service and to welcome Dr. Bawden to the University. The Club wishes to thank Marissca for the effort put forth in organizing the event.

Introducing... CUBE

by Mark Ebden ENG SCI 0T0 and Ran Gilad ENG SCI 0T0

A new club has been established at Skule™: the Club for Undergraduate Biomedical Engineering (CUBE). Our purpose is to provide members with information that they don't have time to find — this info comes in the form of speakers, tours, and events. Membership is FREE — just email your telephone number and engineering program to *cube@ecf.utoronto.ca*. Undergraduate engineers from ALL disciplines are invited to join.

Our first tour is of the medical engineering unit at the Hospital for Sick Children. Please let us know if you are attending this fascinating tour on:

Tuesday, Oct. 14 at 12:10; or Monday, Nov. 10 at 12:10.

The tour lasts 1 to 1.5 hours but you are welcome to leave earlier if you like. The times listed are when we will meet at the southeast corner of the Rosebrugh Building — from there we walk down as a group. We will cancel any tour that does not attract enough interest, so please don't delay in registering! (A quick message to *cube@ecf.utoronto.ca* will do.)

Furthermore, please indicate in your email message if you are interested in visiting the Operating Room in a separate tour (maximum two students at a time). We can work out those tours on an individual basis.

Our first regular meeting was held on September 10. Nearly twenty people showed up, about two-thirds Eng. Sci. The next meeting will be around November 10 (the exact date will be posted on our website, which is given below, when it is set). Free refreshments are provided, as usual.

Our first speaker was Hans Kunov, Director of the IBME at UofT. The talk occurred on Sept. 29 at 12 pm in RS412 (fourth floor of the Rosebrugh Building). Free doughnuts and drink were provided by the institute.

The talk revealed (a) what biomedical engineers do; (b) where they work, with a comprehensive list of examples; and (c) what academic options are available within UofT. The talk was well received by a packed lecture room, and Professor Kunov was available afterwards for an extended question period. His computerized slides will be available on the CUBE website soon.

Our next speaker is expected around November 10. Possibilities are numerous, but we may decide on a Medtronic speaker or a former UofT engineer who graduated from medical school and recently entered the workforce.

Events in the planning process for the 97-98 year are: a November Wine & Cheese with biomedical engineering employers, tours of Hugh MacMillan and companies, and monthly speakers. All these events are free.

If you would like to learn more about the club, our URL is *www.ecf.utoronto.ca/~cube*. You may find the website a nice starting point for a job hunt or graduate school search, too. For example, we list links to biomedical engineering "help wanted" sites and provide a ranking of the U.S.A.'s top ten graduate schools for biomedical engineering. Check us out and let us know what you think. We are always listening for suggestions.

We hope to talk with you soon!

e.r.t.w.

by Xavier Galvez COMP 9T9+P

SPECIAL REPORT

Professor Evaluations

The Engineering Faculty Council Representatives (EFCR) committee is a student body that monitors undergraduate academic matters in the Faculty of Applied Science and Engineering. It is composed of a representative from each engineering class. The EFCR committee decided in 1996 to publish a critique of each professor's teaching methods. Throughout the production, distribution and processing it has been the sincere hope of all who worked on this booklet that this will serve as a first step in not only facilitating discussion between faculty and students, but in improving the academic environment overall.

The following pages contain the results of the Course/Instructor Evaluation Forms carried out in the spring term of 1997 throughout the Faculty.

An example of the Course/Instructor Evaluation Form is shown on this page. Due to space constraints, a portion of those questions have been selected for publication. The selected questions are highlighted. The Course/Instructor Evaluation, conducted by the Faculty, is subject to the Memorandum of Agreement between the University and the Faculty Association. This agreement forbids the release of documentation regarding professor performance, so to publish the evaluations, professors must release the results to the students. Results which do not appear are due to 1 or 2 reasons:

1. The professor received the Consent Form too late and could not return the form to the Engineering Society by the deadline.

2. The professor returned the Consent Form and did not give permission to release the results of the evaluation.

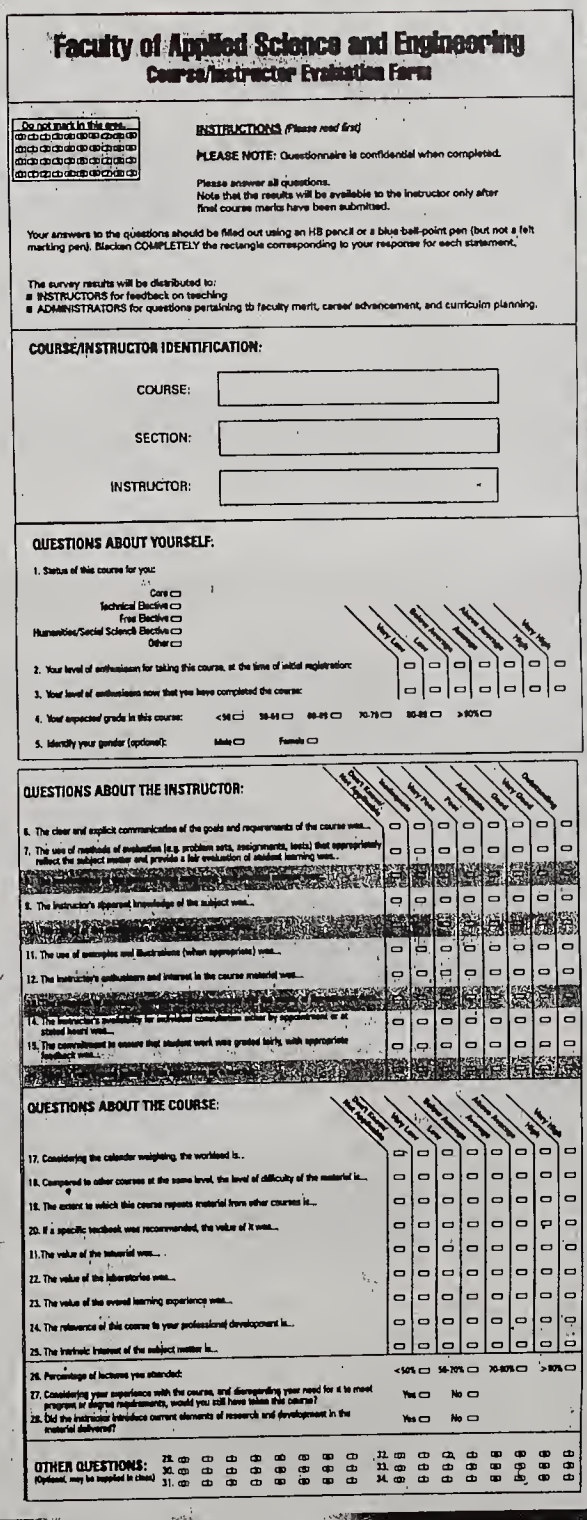
The survey results have been reviewed by the President of the Engineering Society to ensure that all critiques are constructive and ethical. We do not judge the statistical validity of these results, but we simply hope that they will provide insight on the views of the students who took the time and effort to fill out this survey.

Enr.	Number of students enrolled in the course
Resp.	Number of students who responded to the Course/ Instructor Evaluation Form
Med.	The median of the survey results.
Averages	*Inst.* Average grade given to the instructor by the students
	Dept. Average grade of all instructors in the Department
	Fac. Average grade of all instructors in the Faculty
Presentation	Question # 8 on the Course/Instructor Evaluation Form: The presentation of the material in an organized, well-planned manner was...
Clarity	Question # 10 on the Course/Instructor Evaluation Form: The clarity of the explanation of the subject matter was...
Response	Question # 13 on the Course/Instructor Evaluation Form: The attention to student's questions in the classroom and the clarity of the answers was...
Overall rating	Question # 16 on the Course/Instructor Evaluation Form: What is your overall rating of this instructor as a teacher:

Ratings: 0 = Don't know/Not applicable
1 = Inadequate
2 = Very Poor
3 = Poor
4 = Adequate
5 = Good
6 = Very Good
7 = Outstanding

Course: CIV100F
Course Name: Structures and Materials
Instructor: J.E. Skule
Enrolled: 21 Responses: 20

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	9	5	5	5	5.70	4.72	4.99
Clarity	0	0	0	0	3	9	5	3	5	5.40	4.49	5.00
Response	0	0	0	0	2	9	6	3	5	5.50	4.89	5.25
Overall rating	0	0	0	0	0	8	9	3	6	5.75	4.79	5.25



Faculty of Applied Science and Engineering
Course/Instructor Evaluation Form

Do not mark in this area

INSTRUCTIONS *(Please read first)*

PLEASE NOTE: Questionnaire is confidential when completed.

Please answer all questions.
Note that the results will be available to the instructor only after final course marks have been submitted.

Your answers to the questions should be filled out using an HB pencil or a blue ball-point pen (but not a felt marking pen). Blacken COMPLETELY the rectangle corresponding to your response for each statement.

The survey results will be distributed to:
- INSTRUCTORS for feedback on teaching
- ADMINISTRATORS for questions pertaining to faculty merit, career advancement, and curriculum planning.

COURSE/INSTRUCTOR IDENTIFICATION:

COURSE:

SECTION:

INSTRUCTOR:

QUESTIONS ABOUT YOURSELF:

1. Status of this course for you:
Core
Technical Elective
Free Elective
Humanities/Social Science Elective
Other

Very Low | Below Average | Average | Above Average | High | Very High

2. Your level of enthusiasm for taking this course, at the time of initial registration:
3. Your level of enthusiasm now that you have completed the course:
4. Your expected grade in this course: <50 | 50-64 | 65-69 | 70-79 | 80-89 | >90
5. Identify your gender (optional): Male | Female

QUESTIONS ABOUT THE INSTRUCTOR:

Don't Know/ Not Applicable | Inadequate | Very Poor | Poor | Adequate | Good | Very Good | Outstanding

6. The clear and explicit communication of the goals and requirements of the course was...
7. The use of methods of evaluation (e.g. problem sets, assignments, tests) that appropriately reflect the subject matter and provide a fair evaluation of student learning was...
8. The instructor's apparent knowledge of the subject was...
11. The use of examples and illustrations (when appropriate) was...
12. The instructor's enthusiasm and interest in the course material was...
14. The instructor's availability for individual consultation either by appointment or at stated board was...
15. The commitment to ensure that student work was graded fairly, with appropriate feedback was...

QUESTIONS ABOUT THE COURSE:

Don't Know/ Not Applicable | Very Low | Low | Below Average | Average | Above Average | High | Very High

17. Considering the calendar weighting, the workload is...
18. Compared to other courses at the same level, the level of difficulty of the material is...
19. The extent to which this course repeats material from other courses is...
20. If a specific textbook was recommended, the value of it was...
21. The value of the tutorial was...
22. The value of the laboratories was...
23. The value of the overall learning experience was...
24. The relevance of this course to your professional development is...
25. The intrinsic interest of the subject matter is...
26. Percentage of lectures you attended: <50% | 50-70% | 70-80% | >80%
27. Considering your experience with the course, and disregarding your need for it to meet program or degree requirements, would you still have taken this course? Yes | No
28. Did the instructor introduce current elements of research and development in the material delivered? Yes | No

OTHER QUESTIONS: (Optional, may be supplied by class)
29. 30. 31. 32. 33. 34.

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: AER302S
Course Name: MECHANICS OF STRUCT.
Instructor: W. D. Morison
Enrolled: 13 Responses: 8

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	3	0	4	0	4	4.88	4.74	4.94
Clarity	0	0	0	1	0	4	2	1	5	5.25	4.79	4.94
Response	0	0	0	1	0	4	2	1	5	5.25	5.24	5.22
Overall Rating	0	0	0	0	0	5	1	2	5	5.63	5.09	5.23

Course: AER307S
Course Name: AERODYNAMICS
Instructor: D. W. Zingg
Enrolled: 17 Responses: 13

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	2	7	4	6	6.15	4.74	4.94
Clarity	0	0	0	0	0	3	5	5	6	6.15	4.79	4.94
Response	0	0	0	0	0	0	7	6	6	6.46	5.24	5.22
Overall Rating	0	0	0	0	0	0	7	6	6	6.46	5.09	5.23

Course: AER501S
Course Name: ADV.MECH.OF STRUCT.
Instructor: J. S. Hansen
Enrolled: 17 Responses: 15

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	1	7	6	0	5	5.20	4.74	4.94
Clarity	0	0	0	1	1	5	8	0	6	5.33	4.79	4.94
Response	0	0	0	0	0	3	8	3	6	6.00	5.24	5.22
Overall Rating	0	0	0	0	1	3	11	0	6	5.67	5.09	5.23

Course: APS105S
Course Name: COMPUTER FUNDAMENTAL
Instructor: J. Rose
Enrolled: 103 Responses: 81

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	1	0	0	2	7	33	29	9	5	5.45	5.04	4.94
Clarity	0	0	0	0	10	37	28	6	5	5.37	5.01	4.94
Response	0	0	0	1	7	22	36	15	6	5.70	5.25	5.22
Overall Rating	0	0	0	1	5	23	37	14	6	5.73	5.36	5.23

Course: APS107S
Course Name: INTRO.TO COMPUT.FUND
Instructor: Lily Shu
Enrolled: 56 Responses: 31

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	6	14	9	2	5	5.23	5.04	4.94
Clarity	0	0	0	2	7	11	8	3	5	5.10	5.01	4.94
Response	0	0	1	0	5	9	11	5	6	5.42	5.25	5.22
Overall Rating	0	0	0	1	2	14	8	6	5	5.52	5.36	5.23

Course: APS107S
Course Name: INTRO.TO COMPUT.FUND
Instructor: D. Kuhn
Enrolled: 62 Responses: 32

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	8	6	16	6	6.13	5.04	4.94
Clarity	0	0	0	0	2	8	13	9	6	5.91	5.01	4.94
Response	0	0	0	0	0	3	16	13	6	6.31	5.25	5.22
Overall Rating	0	0	0	0	0	7	15	10	6	6.09	5.36	5.23

Course: APS185S
Course Name: TECH.WRIT.IN ENGLISH
Instructor: Bob Fisher
Enrolled: 14 Responses: 14

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	1	4	5	2	1	5	4.64	5.07	4.94
Clarity	0	0	1	0	4	4	3	2	5	5.00	5.32	4.94
Response	0	1	0	0	4	3	4	2	5	5.00	5.48	5.22
Overall Rating	0	0	1	0	2	4	6	1	5	5.21	5.44	5.23

Course: APS185S
Course Name: TECH.WRIT.IN ENGLISH
Instructor: Marian Tyacke
Enrolled: 20 Responses: 30

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	7	9	6	7	5	5.37	5.07	4.94
Clarity	0	1	0	0	3	11	9	6	5	5.47	5.32	4.94
Response	0	0	0	1	4	11	8	6	5	5.47	5.48	5.22
Overall Rating	0	0	1	0	3	9	9	8	6	5.63	5.44	5.23

Course: CHE112S
Course Name: CHEMISTRY
Instructor: T. Coyle
Enrolled: 83 Responses: 50

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	1	1	1	3	16	16	9	3	5	4.71	5.04	4.94
Clarity	1	0	2	3	17	13	11	3	5	4.76	5.01	4.94
Response	1	0	0	3	10	20	10	6	5	5.12	5.25	5.22
Overall Rating	2	0	0	3	11	18	12	3	5	5.02	5.36	5.23

Course: CHE112S
Course Name: CHEMISTRY
Instructor: M. Shoichet
Enrolled: 90 Responses: 70

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	2	0	0	4	11	26	17	10	5	5.26	5.04	4.94
Clarity	2	0	0	4	18	21	18	6	5	5.06	5.01	4.94
Response	2	0	2	3	10	28	14	11	5	5.21	5.25	5.22
Overall Rating	3	0	0	3	12	22	25	5	5	5.25	5.36	5.23

Course: CHE207S
Course Name: ORGANIC CHEMISTRY II
Instructor: D. G. B. Boocock
Enrolled: 37 Responses: 26

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	8	8	5	3	5	4.96	4.96	4.94
Clarity	0	0	0	0	5	9	8	3	5	5.36	5.08	4.94
Response	0	0	0	0	0	9	12	4	6	5.80	5.40	5.22
Overall Rating	0	0	0	0	0	9	11	6	6	5.88	5.41	5.23

Course: CHE212S
Course Name: HEAT TRANSFER
Instructor: D. C. S. Kuhn
Enrolled: 91 Responses: 70

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	2	16	24	21	6	5	5.14	4.96	4.94
Clarity	0	0	0	4	12	24	25	5	5	5.21	5.08	4.94
Response	0	0	1	1	7	14	26	20	6	5.78	5.40	5.22
Overall Rating	0	0	1	1	5	24	30	8	6	5.52	5.41	5.23

Course: CHE222S
Course Name: STATISTICS
Instructor: C. E. Chaffey
Enrolled: 91 Responses: 74

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	2	11	26	21	8	4	4	4.38	4.96	4.94
Clarity	0	3	3	12	21	26	5	3	4	4.25	5.08	4.94
Response	1	2	1	10	18	23	12	4	5	4.59	5.40	5.22
Overall Rating	0	2	2	3	22	30	8	6	5	4.70	5.41	5.23

Course: CHE231S
Course Name: THERMODYNAMICS I
Instructor: F. R. Foulkes
Enrolled: 87 Responses: 71

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	6	14	22	20	8	5	5.14	4.96	4.94
Clarity	0	0	1	5	8	27	25	5	5	5.20	5.08	4.94
Response	0	0	0	2	10	23	23	12	5	5.47	5.40	5.22
Overall Rating	0	0	0	4	8	27	27	5	5	5.30	5.41	5.23

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: CHE341S
Course Name: ENGINEERING MATERIAL
Instructor: M. T. Kortschot
Enrolled: 70 Responses: 54

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	5	18	22	6	1	5	4.52	4.96	4.94
Clarity	0	0	0	6	15	20	13	10	5	4.74	5.08	4.94
Response	0	1	0	3	10	21	14	7	5	5.22	5.40	5.22
Overall Rating	0	1	0	0	11	18	17	7	5	5.30	5.41	5.23

Course: CHE410S
Course Name: ADV.SEPARATION PROC.
Instructor: M. V. Sefton
Enrolled: 25 Responses: 20

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	4	4	8	3	6	5.40	4.96	4.94
Clarity	0	0	0	1	2	6	9	2	6	5.45	5.08	4.94
Response	0	0	0	1	1	3	7	8	6	6.00	5.40	5.22
Overall Rating	0	0	0	0	1	3	7	8	6	6.16	5.41	5.23

Course: CHE462S
Course Name: FOOD ENGINEERING
Instructor: L. L. Diosady
Enrolled: 18 Responses: 12

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	3	4	2	5	5.42	4.96	4.94
Clarity	0	0	0	1	1	2	6	2	6	5.58	5.08	4.94
Response	0	0	1	0	0	4	4	3	6	5.58	5.40	5.22
Overall Rating	0	0	0	0	0	4	5	3	6	5.92	5.41	5.23

Course: CIV268S
Course Name: ENG.ECO.& DEC.MAKING
Instructor: P. H. Byer
Enrolled: 96 Responses: 47

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	3	7	20	7	5	1	4	4.02	4.74	4.94
Clarity	0	4	2	5	13	16	6	0	4	4.15	4.71	4.94
Response	0	1	3	3	11	16	9	3	5	4.67	5.08	5.22
Overall Rating	0	3	1	7	1	18	6	0	5	4.26	4.98	5.23

Course: CIV340S
Course Name: ENVIRONMENTAL ENG.II
Instructor: B. W. Karney
Enrolled: 72 Responses: 45

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	5	16	17	5	5	5.40	4.74	4.94
Clarity	0	0	0	3	6	21	11	4	5	5.16	4.71	4.94
Response	0	0	0	2	5	17	16	5	5	5.38	5.08	5.22
Overall Rating	0	0	0	2	3	21	17	2	5	5.31	4.98	5.23

Course: CIV529S
Course Name: ROCK ENGINEERING
Instructor: J. H. Curran
Enrolled: 65 Responses: 26

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	5	11	6	2	5	5.04	4.74	4.94
Clarity	0	0	1	1	4	10	8	2	5	5.12	4.71	4.94
Response	0	0	0	0	4	15	6	1	5	5.15	5.08	5.22
Overall Rating	0	0	0	1	1	15	8	1	5	5.27	4.98	5.23

Course: CIV543S
Course Name: SOLID WASTE MANAGME.
Instructor: Pat Lee
Enrolled: 31 Responses: 21

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	9	6	2	1	4	4.48	4.74	4.94
Clarity	0	0	0	3	3	9	5	0	5	4.80	4.71	4.94
Response	0	0	0	1	2	10	4	4	5	5.38	5.08	5.22
Overall Rating	0	0	0	1	4	8	8	0	5	5.10	4.98	5.23

Course: CSC190S
Course Name: ALGO/DATA STRUCT/LAN
Instructor: T. Abdelrahman
Enrolled: 75 Responses: 126

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	9	30	58	28	6	5.82	5.04	4.94
Clarity	0	0	0	1	11	23	54	36	6	5.90	5.01	4.94
Response	0	0	1	3	6	23	53	36	6	5.91	5.25	5.22
Overall Rating	0	0	0	0	2	21	60	42	6	6.14	5.36	5.23

Course: CSC282S
Course Name: SCIENT. COMPUTATION
Instructor: K. Jackson
Enrolled: 44 Responses: 20

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	9	5	4	5	5.55	4.77	4.94
Clarity	0	0	0	2	4	8	3	3	5	5.05	4.54	4.94
Response	0	0	0	1	2	5	7	5	6	5.65	5.00	5.22
Overall Rating	0	0	0	1	2	7	6	4	5	5.50	4.91	5.23

Course: CSC366S
Course Name: THEOR.OF COMPUTATION
Instructor: S. Cook
Enrolled: 114 Responses: 48

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	4	8	14	11	6	2	4	4.15	4.77	4.94
Clarity	1	6	2	14	11	10	3	0	4	3.57	4.54	4.94
Response	1	1	3	6	9	16	9	2	5	4.54	5.00	5.22
Overall Rating	0	2	1	10	11	14	9	0	4	4.30	4.91	5.23

Course: ECE203S
Course Name: ENGINEERING MATH II
Instructor: M. Stumm
Enrolled: 110 Responses: 90

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	6	29	24	21	10	5	5.00	5.04	4.94
Clarity	0	0	0	4	17	32	22	15	5	5.30	5.04	4.94
Response	0	0	1	3	15	35	22	13	5	5.27	5.25	5.22
Overall Rating	0	0	0	0	14	30	27	19	6	5.57	5.27	5.23

Course: ECE203S
Course Name: ENGINEERING MATH II
Instructor: M. Stumm
Enrolled: 109 Responses: 51

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	12	19	12	5	5	5.08	5.04	4.94
Clarity	0	0	0	0	6	25	15	5	5	5.37	5.04	4.94
Response	0	0	1	1	7	22	14	6	5	5.27	5.25	5.22
Overall Rating	0	0	0	1	3	23	19	4	5	5.44	5.27	5.23

Course: ECE221S
Course Name: ELECT.& MAGNET.FIELD
Instructor: F. Dawson
Enrolled: 218 Responses: 128

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	6	13	32	37	32	7	5	4.77	5.04	4.94
Clarity	0	3	5	7	37	35	30	9	5	4.76	5.04	4.94
Response	1	0	9	4	25	47	37	7	5	5.00	5.25	5.22
Overall Rating	0	0	3	6	31	45	36	5	5	4.95	5.27	5.23

Course: ECE242S
Course Name: ALGOR.& DATA STRUCT.
Instructor: J. D. Gorrie
Enrolled: 212 Responses: 98

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	20	30	29	6	5	5.15	5.04	4.94
Clarity	0	0	0	3	22	34	27	12	5	5.23	5.04	4.94
Response	0	0	0	0	12	36	30	20	6	5.59	5.25	5.22
Overall Rating	0	0	0	2	10	41	31	12	5	5.43	5.27	5.23

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: ECE302S
Course Name: PROBABILITY & APPL.
Instructor: F. Kschischang
Enrolled: 183 Responses: 100

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	8	25	34	33	6	5.92	5.04	4.94
Clarity	0	0	0	1	10	29	36	24	6	5.72	5.04	4.94
Response	1	0	0	0	8	25	44	22	6	5.81	5.25	5.22
Overall Rating	0	0	0	0	6	25	35	34	6	5.97	5.27	5.23

Course: ECE311S
Course Name: INT.TO COMM.SYS.&SIG
Instructor: A. N. Venetsanopoulos
Enrolled: 187 Responses: 70

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	8	22	19	14	6	5	4.79	5.04	4.94
Clarity	0	0	1	10	17	23	15	3	5	4.72	5.04	4.94
Response	3	0	1	1	19	22	16	8	5	5.12	5.25	5.22
Overall Rating	0	0	1	6	18	21	17	7	5	4.97	5.27	5.23

Course: ECE315S
Course Name: ELECTROMECH.ENER.CON
Instructor: A. Konrad
Enrolled: 80 Responses: 32

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	3	13	8	5	1	4	4.52	5.04	4.94
Clarity	0	0	0	1	12	10	7	1	5	4.84	5.04	4.94
Response	0	0	0	1	7	11	7	5	5	5.26	5.25	5.22
Overall Rating	0	0	1	3	8	9	8	2	5	4.84	5.27	5.23

Course: ECE342S
Course Name: COMPUTER HARDWARE
Instructor: S. G. Zaky
Enrolled: 102 Responses: 57

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	5	10	19	11	9	2	4	4.21	5.04	4.94
Clarity	0	2	2	8	10	19	12	4	5	4.65	5.04	4.94
Response	0	0	3	2	14	8	20	10	6	5.23	5.25	5.22
Overall Rating	0	2	1	4	13	16	15	6	5	4.91	5.27	5.23

Course: ECE344S
Course Name: CON.PRGM.& COMP.SYS.
Instructor: M. Stumm
Enrolled: 121 Responses: 78

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	1	6	12	33	15	9	5	5.03	5.04	4.94
Clarity	0	1	2	0	11	24	30	10	6	5.37	5.04	4.94
Response	0	2	0	8	12	24	23	9	5	5.06	5.25	5.22
Overall Rating	0	1	0	0	10	18	36	11	6	5.58	5.27	5.23

Course: ECE351S
Course Name: PROBAB.&RANDOM PROC.
Instructor: R. Pankaj
Enrolled: 54 Responses: 26

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	4	5	11	4	6	5.42	5.04	4.94
Clarity	0	0	2	1	6	8	7	2	5	4.88	5.04	4.94
Response	0	0	2	4	3	7	7	3	5	4.85	5.25	5.22
Overall Rating	0	0	1	2	6	10	6	1	5	4.81	5.27	5.23

Course: ECE356S
Course Name: SYS. & SIGNAL ANA.II
Instructor: B. Francis
Enrolled: 54 Responses: 39

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	9	15	12	6	5.92	5.04	4.94
Clarity	0	0	0	1	4	7	18	8	6	5.74	5.04	4.94
Response	0	0	0	0	1	6	24	8	6	6.00	5.25	5.22
Overall Rating	0	0	0	0	1	5	19	14	6	6.18	5.27	5.23

Course: ECE411S
Course Name: CONTROL SYSTEMS II
Instructor: E. J. Davison
Enrolled: 23 Responses: 19

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	0	6	6	6	6	5.84	5.04	4.94
Clarity	0	0	0	0	2	7	4	6	6	5.74	5.04	4.94
Response	0	0	0	1	1	5	5	8	6	6.05	5.25	5.22
Overall Rating	0	0	0	0	2	2	7	8	6	6.11	5.27	5.23

Course: ECE417S
Course Name: DIGIT.COMMUNICATION
Instructor: S. Pasupathy
Enrolled: 47 Responses: 31

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	5	13	10	6	5.97	5.04	4.94
Clarity	0	0	0	1	4	4	12	10	6	5.84	5.04	4.94
Response	0	0	0	0	6	6	6	13	6	5.84	5.25	5.22
Overall Rating	0	0	0	0	4	2	10	15	6	6.16	5.27	5.23

Course: ECE431S
Course Name: DIGITAL SIGNAL PROC.
Instructor: A. Banerjea
Enrolled: 121 Responses: 56

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	3	8	5	21	11	6	5	4.87	5.04	4.94
Clarity	0	1	7	14	15	10	7	2	4	3.98	5.04	4.94
Response	0	0	2	8	16	19	6	4	5	4.56	5.25	5.22
Overall Rating	0	0	3	12	13	16	9	2	4	4.40	5.27	5.23

Course: ECE460S
Course Name: COMPUTER NETWORKS
Instructor: A. Leon-Garcia
Enrolled: 93 Responses: 55

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	0	14	21	15	3	5	5.07	5.04	4.94
Clarity	0	0	2	1	10	20	18	4	5	5.15	5.04	4.94
Response	0	0	0	2	5	21	20	6	5	5.43	5.25	5.22
Overall Rating	0	0	0	3	6	18	21	7	6	5.42	5.27	5.23

Course: ECE460S
Course Name: COMPUTER NETWORKS
Instructor: Irene Katzela
Enrolled: 49 Responses: 9

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	2	2	2	5	5.22	5.04	4.94
Clarity	0	0	0	0	2	3	2	1	5	5.25	5.04	4.94
Response	0	0	0	0	0	2	4	3	6	6.11	5.25	5.22
Overall Rating	0	0	0	0	1	3	2	3	6	5.78	5.27	5.23

Course: ECE544S
Course Name: LARGE SOFTWARE SYST.
Instructor: C. Clark
Enrolled: 14 Responses: 10

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	8	0	1	5	5.10	5.04	4.94
Clarity	0	0	0	0	0	7	2	1	5	5.40	5.04	4.94
Response	0	0	0	0	0	3	5	2	6	5.90	5.25	5.22
Overall Rating	0	0	0	0	0	4	5	1	6	5.70	5.27	5.23

Course: EDV250S
Course Name: HYDRAULIC&HYDROLOGY
Instructor: B. W. Karney
Enrolled: 155 Responses: 68

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	5	14	20	19	12	7	1	4	3.79	4.77	4.94
Clarity	0	4	11	17	14	14	6	2	4	3.72	4.54	4.94
Response	1	1	5	7	16	22	10	3	5	4.46	5.00	5.22
Overall Rating	0	3	6	9	20	21	7	2	4	4.16	4.91	5.23

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: ENG182S
Course Name: EFFECT.TECH.WRITING
Instructor: Rob Irish
Enrolled: 223 Responses: 101

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	2	6	25	40	19	6	5	4.76	5.07	4.94
Clarity	0	2	0	4	18	37	31	9	5	5.15	5.32	4.94
Response	4	3	0	1	18	36	32	5	5	5.11	5.48	5.22
Overall Rating	0	1	1	5	14	33	35	11	5	5.26	5.44	5.23

Course: GLG185S
Course Name: EARTH SYSTEMS ENG.
Instructor: G. R. Brown
Enrolled: 113 Responses: 66

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	2	1	17	26	10	8	5	4.89	5.04	4.94
Clarity	0	1	0	5	8	18	25	9	6	5.32	5.01	4.94
Response	0	1	1	1	10	15	29	9	6	5.42	5.25	5.22
Overall Rating	1	1	1	3	7	17	18	17	6	5.50	5.36	5.23

Course: HPS284S
Course Name: HIST.OF N.AMER.TECH.
Instructor: Janis Langins
Enrolled: 70 Responses: 44

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	2	2	13	15	7	2	5	4.53	5.07	4.94
Clarity	0	2	0	3	9	13	15	2	5	4.91	5.32	4.94
Response	3	0	1	0	14	12	10	4	5	5.02	5.48	5.22
Overall Rating	0	2	0	2	6	21	11	2	5	4.93	5.44	5.23

Course: JTC102S
Course Name: PROCESS ENGINEERING
Instructor: D. G. Allen
Enrolled: 72 Responses: 68

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	8	21	23	12	6	5.53	5.04	4.94
Clarity	0	0	0	0	7	22	28	10	6	5.61	5.01	4.94
Response	0	0	0	0	5	15	34	13	6	5.82	5.25	5.22
Overall Rating	0	0	0	0	3	13	37	14	6	5.93	5.36	5.23

Course: MAT186S
Course Name: CALCULUS1
Instructor: D. Burbulla
Enrolled: 65 Responses: 39

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	7	11	19	6	6.21	5.04	4.94
Clarity	0	0	0	0	3	7	14	15	6	6.05	5.01	4.94
Response	0	0	0	0	5	9	13	12	6	5.82	5.25	5.22
Overall Rating	0	0	0	0	0	8	11	20	7	6.31	5.36	5.23

Course: MAT197S
Course Name: CALCULUS B
Instructor: H. Kunov
Enrolled: 59 Responses: 37

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	3	4	10	13	2	2	4	4.11	5.04	4.94
Clarity	0	2	5	6	15	6	2	1	4	3.76	5.01	4.94
Response	0	2	1	9	8	12	4	1	4	4.16	5.25	5.22
Overall Rating	0	0	4	3	8	13	7	2	5	4.59	5.36	5.23

Course: MIE100S
Course Name: DYNAMICS
Instructor: A. N. Sinclair
Enrolled: 84 Responses: 60

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	0	2	6	8	25	16	6	5.66	5.04	4.94
Clarity	0	3	2	1	3	8	23	20	6	5.67	5.01	4.94
Response	0	1	2	2	5	14	19	17	6	5.57	5.25	5.22
Overall Rating	0	2	0	4	1	10	19	23	6	5.81	5.36	5.23

Course: MIE100S
Course Name: DYNAMICS
Instructor: Ross Ethier
Enrolled: 77 Responses: 80

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	14	34	29	6	6.11	5.04	4.94
Clarity	0	1	0	1	3	11	34	30	6	6.06	5.01	4.94
Response	0	1	0	1	3	8	31	36	6	6.18	5.25	5.22
Overall Rating	0	0	0	2	2	6	35	35	6	6.24	5.36	5.23

Course: MIE233S
Course Name: APPLIED SCIENCE
Instructor: A. Mandelis
Enrolled: 148 Responses: 98

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	2	12	35	33	15	5	5.45	4.85	4.94
Clarity	0	0	1	4	11	31	40	11	6	5.41	4.82	4.94
Response	0	0	1	3	13	29	40	12	6	5.43	5.13	5.22
Overall Rating	0	0	0	1	13	29	43	12	6	5.53	5.09	5.23

Course: MIE233S
Course Name: APPLIED SCIENCE
Instructor: H. Ruda
Enrolled: 148 Responses: 76

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	2	7	24	28	10	2	5	4.45	4.85	4.94
Clarity	0	4	6	16	26	20	3	1	4	3.86	4.82	4.94
Response	0	2	0	2	17	25	24	6	5	5.09	5.13	5.22
Overall Rating	0	1	2	2	28	31	10	2	5	4.63	5.09	5.23

Course: MIE311S
Course Name: THER.ENER.CONVERSION
Instructor: S. McCahan
Enrolled: 117 Responses: 74

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	0	2	8	31	32	6	6.20	4.85	4.94
Clarity	0	1	0	0	1	11	31	30	6	6.16	4.82	4.94
Response	0	1	0	0	1	5	32	35	6	6.31	5.13	5.22
Overall Rating	0	1	0	0	1	1	30	40	7	6.44	5.09	5.23

Course: MIE313S
Course Name: HEAT & MASS TRANSFER
Instructor: J. S. Wallace
Enrolled: 109 Responses: 75

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	6	19	27	14	7	5	4.88	4.85	4.94
Clarity	0	3	2	6	17	27	16	4	5	4.69	4.82	4.94
Response	2	0	1	13	19	25	17	7	5	5.04	5.13	5.22
Overall Rating	0	0	2	3	14	30	23	3	5	5.04	5.09	5.23

Course: MIE359S
Course Name: ORGANIZATION DESIGN
Instructor: H. Kolodny
Enrolled: 46 Responses: 26

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	3	6	14	2	6	5.50	4.85	4.94
Clarity	0	0	0	1	2	6	15	2	6	5.58	4.82	4.94
Response	0	0	0	0	3	7	12	4	6	5.65	5.13	5.22
Overall Rating	0	0	0	0	3	7	13	3	6	5.62	5.09	5.23

Course: MIE405S
Course Name: ROBOTICS
Instructor: A. A. Goldenberg
Enrolled: 25 Responses: 12

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	4	5	1	0	4	4.42	4.85	4.94
Clarity	0	0	0	1	5	3	3	0	4	4.67	4.82	4.94
Response	0	0	0	3	3	3	3	0	4	4.50	5.13	5.22
Overall Rating	0	0	0	2	3	4	3	0	5	4.67	5.09	5.23

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: MIE415S
Course Name: ENVIRONMENTAL ENG.
Instructor: J. K. Spelt
Enrolled: 76 Responses: 19

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	5	9	3	1	5	4.89	4.85	4.94
Clarity	0	0	0	0	3	8	7	1	5	5.32	4.82	4.94
Response	0	0	0	0	1	9	8	1	5	5.47	5.13	5.22
Overall Rating	0	0	0	0	2	9	7	1	5	5.37	5.09	5.23

Course: MIE422S
Course Name: AUTOMA.MANUFACTURING
Instructor: J. K. Mills
Enrolled: 54 Responses: 39

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	11	17	8	6	5.74	4.85	4.94
Clarity	0	0	0	0	2	13	18	6	6	5.72	4.82	4.94
Response	0	0	0	0	5	6	20	8	6	5.79	5.13	5.22
Overall Rating	0	0	0	0	2	9	15	13	6	6.00	5.09	5.23

Course: MIE438S
Course Name: MICROPROCESSOR APPL.
Instructor: A. A. Goldenberg
Enrolled: 17 Responses: 7

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	3	2	0	5	5.00	4.85	4.94
Clarity	0	0	0	0	2	4	1	0	5	4.86	4.82	4.94
Response	0	0	0	0	1	3	1	2	5	5.57	5.13	5.22
Overall Rating	0	0	0	0	1	4	1	1	5	5.29	5.09	5.23

Course: MIE439S
Course Name: BIOMECHANICAL ENGIN.
Instructor: C. R. Ethier
Enrolled: 22 Responses: 15

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	2	7	5	6	6.07	4.85	4.94
Clarity	0	0	0	0	1	2	10	2	6	5.87	4.82	4.94
Response	0	0	0	0	0	4	9	2	6	5.87	5.13	5.22
Overall Rating	0	0	0	0	0	4	8	3	6	5.93	5.09	5.23

Course: MIE449S
Course Name: DESIGN OF ECOL.INTER
Instructor: K. J. Vicente
Enrolled: 19 Responses: 19

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	2	2	5	7	3	6	5.37	4.85	4.94
Clarity	0	0	0	0	2	4	9	4	6	5.79	4.82	4.94
Response	0	0	0	0	1	6	5	7	6	5.95	5.13	5.22
Overall Rating	0	0	0	0	3	1	12	3	6	5.79	5.09	5.23

Course: MIE461S
Course Name: HEALTHCARE SYSTEMS
Instructor: J. Blake
Enrolled: 38 Responses: 34

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	0	0	6	15	12	6	6.03	4.85	4.94
Clarity	0	1	0	0	0	7	20	6	6	5.82	4.82	4.94
Response	0	1	0	0	1	6	18	8	6	5.85	5.13	5.22
Overall Rating	0	1	0	0	0	6	19	8	6	5.91	5.09	5.23

Course: MIE513S
Course Name: COMBUST.& INCINERAT.
Instructor: S. McCahan
Enrolled: 13 Responses: 12

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	2	5	2	6	5.50	4.85	4.94
Clarity	0	0	0	0	0	5	4	3	6	5.83	4.82	4.94
Response	0	0	0	0	0	4	5	3	6	5.92	5.13	5.22
Overall Rating	0	0	0	0	0	4	5	3	6	5.92	5.09	5.23

Course: MMS208S
Course Name: CASE STUD.IN MAT.ENG
Instructor: R. M. Pilliar
Enrolled: 32 Responses: 18

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	4	8	6	6	6.11	4.76	4.94
Clarity	0	0	0	0	0	4	8	6	6	6.11	4.85	4.94
Response	0	0	0	0	0	3	9	6	6	6.17	5.24	5.22
Overall Rating	0	0	0	0	0	5	8	5	6	6.00	5.11	5.23

Course: MMS208S
Course Name: CASE STUD.IN MAT.ENG
Instructor: A. McLean
Enrolled: 32 Responses: 19

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	1	2	12	3	6	5.79	4.76	4.94
Clarity	0	1	0	0	1	3	4	9	6	5.94	4.85	4.94
Response	0	0	0	1	2	1	5	9	6	6.06	5.24	5.22
Overall Rating	0	0	0	0	0	2	9	8	6	6.32	5.11	5.23

Course: MMS317S
Course Name: MATERIALS SYNTHESIS
Instructor: T. W. Coyle
Enrolled: 24 Responses: 18

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	4	9	5	0	0	4	4.06	4.76	4.94
Clarity	0	0	1	1	11	4	1	0	4	4.17	4.85	4.94
Response	0	0	0	0	10	6	2	0	4	4.56	5.24	5.22
Overall Rating	0	0	0	0	10	5	2	0	4	4.53	5.11	5.23

Course: MMS318S
Course Name: PHASE TRANSFORMATION
Instructor: W. A. Miller
Enrolled: 20 Responses: 16

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	2	0	3	5	3	2	5	4.63	4.76	4.94
Clarity	0	1	1	0	4	2	7	1	5	4.88	4.85	4.94
Response	0	0	0	2	4	7	2	1	5	4.75	5.24	5.22
Overall Rating	0	1	0	1	2	7	4	1	5	4.88	5.11	5.23

Course: MMS350S
Course Name: MATERIALS DES.& ENG.
Instructor: D. D. Perovic
Enrolled: 21 Responses: 15

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	4	6	3	6	5.67	4.76	4.94
Clarity	0	0	0	0	0	5	6	4	6	5.93	4.85	4.94
Response	0	0	0	0	0	5	3	7	6	6.13	5.24	5.22
Overall Rating	0	0	0	0	0	4	6	5	6	6.07	5.11	5.23

Course: MMS412S
Course Name: UNIT OPER.IN MAT.PRO
Instructor: R. Bergman
Enrolled: 6 Responses: 3

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	0	3	0	6	6.00	4.76	4.94
Clarity	0	0	0	0	0	0	3	0	6	6.00	4.85	4.94
Response	0	0	0	0	0	0	3	0	6	6.00	5.24	5.22
Overall Rating	0	0	0	0	0	0	3	0	6	6.00	5.11	5.23

Course: MMS430S
Course Name: ELECTRONIC MATERIALS
Instructor: H. Ruda
Enrolled: 19 Responses: 12

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	6	3	1	5	5.25	4.76	4.94
Clarity	0	0	0	0	3	4	5	0	5	5.17	4.85	4.94
Response	0	0	0	0	1	5	4	2	5	5.58	5.24	5.22
Overall Rating	0	0	0	0	1	4	6	1	6	5.58	5.11	5.23

PROFESSOR EVALUATIONS

Spring Term, 1997

Course: MMS452S
Course Name: BIOMAT.& BIOCOMPAT.
Instructor: R. M. Pilliar
Enrolled: 18 Responses: 17

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	6	6	2	3	5	5.12	4.76	4.94
Clarity	0	0	0	0	6	6	3	2	5	5.06	4.85	4.94
Response	0	0	0	0	2	3	7	4	6	5.81	5.24	5.22
Overall Rating	0	0	0	0	2	6	5	4	6	5.65	5.11	5.23

Course: STA387S
Course Name: PROBABILITY & STAT.
Instructor: David Brenner
Enrolled: 24 Responses: 19

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	3	6	8	2	6	5.47	4.77	4.94
Clarity	0	0	0	0	0	4	12	3	6	5.95	4.54	4.94
Response	0	0	0	0	0	1	10	8	6	6.37	5.00	5.22
Overall Rating	0	0	0	0	0	1	9	9	6	6.42	4.91	5.23

Course: PHY281S
Course Name: PHY IV - QUANTUM
Instructor: W. Trischuk
Enrolled: 100 Responses: 57

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	14	25	13	2	5	4.95	4.77	4.94
Clarity	0	2	2	3	17	26	3	3	5	4.50	4.54	4.94
Response	0	0	0	1	9	28	14	4	5	5.20	5.00	5.22
Overall Rating	0	0	2	2	10	29	9	4	5	4.95	4.91	5.23

ENGINEERING SOCIETY
SCITE ET STRENUE

NOTICE OF
ANNUAL GENERAL MEETING (AGM)

The University of Toronto Engineering Society Annual General Meeting will take place on

Wednesday October 29th, 1997

at 7pm in MC102.

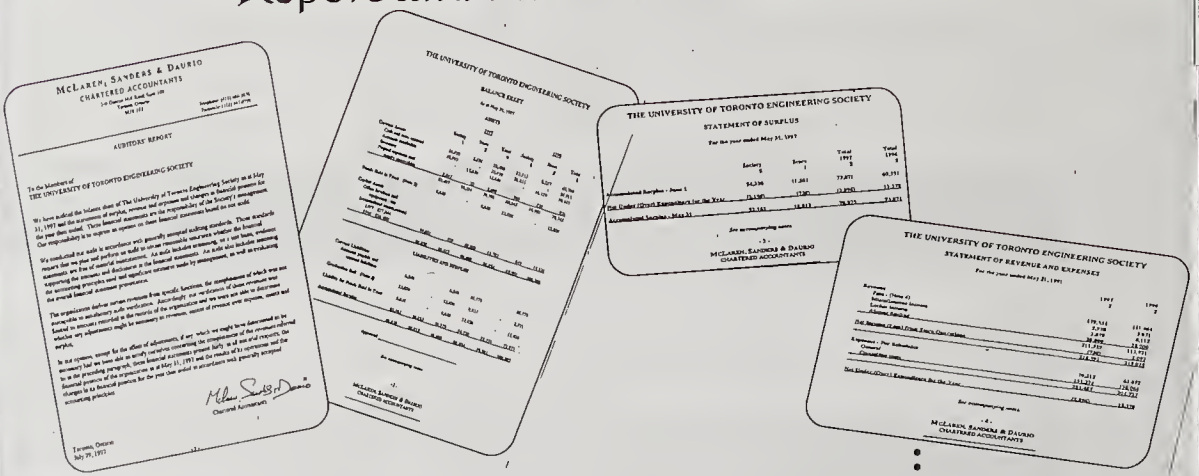
AGENDA

Adoption of Financial Statements for year ended May 31st, 1997
Adoption of Auditor for year ending May 31st, 1998
Adoption of Budget for fiscal year ending May 31st, 1998
Amendments to the Constitution

All full-time undergraduate students are eligible to vote. Please plan to attend.

Regular business will be conducted at a Full Council Meeting immediately following the AGM.

The University of Toronto Engineering Society
Report and Financial Statements



Engineering Society Accounts - Budget 1997-98

Acct #	Account name	Proposed Budget 1997 - 1998
	Registered Students	2600
	REVENUE	
B05	Fees	$159,601.00
B10	Interest on invest	$500.00
B15	Locker rentals	$5,500.00
B20	Miscellaneous income	$2,500.00
B25	Alumni donations	$30 000 00
	TOTAL	$198,101 00
	GENERAL	
C05	Gifts & Awards	$1,000.00
C10	Donations	$200.00
C15	Miscellaneous	$1,500.00
C20/5	Office Supplies	$33,000.00
C30	Council & Exec Exp	$4,000.00
C35	Printing & supplies	$10,000.00
C40	Telephone & fax	$2,500.00
C45	Postage	$400.00
C50	Bank charges/int	$800.00
C55	Audit & legal fees	$4,000.00
C60	Depreciation	$5,000.00
C61	Loss on disposal of assets	$0.00
C65	Repair & Upkeep	$4,000.00
C70	Insurance	$2,000.00
C75	Bad debt expense	$0.00
C80	Compost expenses	$1,000.00
C90	Elections	$500.00
C100	Revenue copier	$0.00
	Subtotal:	$69,700.00
	COMMUNICATIONS	
D05a/b/c	Frosh handbook	$0.00
D10a/b/c	Yearbook	($4,000.00)
D20	Dishroom	$1,000.00
D25a/b/c	Telex Dike	$2,500.00
D50a/b/c	Cannon	$4,000.00
D35	General	$300.00
	Subtotal	$3,800.00
	PROF. DEVELOPMENT	
E05	General	$500.00
E10	CCES	$4,500.00
E15	PEO	$1,000.00
E20	RESSA	$0.00
E25	ESSCO	$1,400.00
E30	OESP/WISE/EPDC	$1,300.00
E30	ESSCO Operating	$0.00
	Subtotal	$8,700.00
	SOCIAL	
F05	General	$250.00
F10	Cannonball	$3,500.00
F15	Road trips	$000.00
F20	Oktoberfest	$0.00
	Subtotal	$4,650.00
	AFFILIATES	
G05	EAA	$0.00
G10	Club grants	$8,500.00
G15	Club aid	$900.00
G20	PEY Club	$1,250.00
G25	Debating Union	$0.00
	Subtotal	$10,650.00
	BLUE & GOLD	
H05	LGMB	$500.00
H10	General	$500.00
H15	Cannon Guard	$1,000.00
H50	Homecoming	$2,000.00
H35	Godiva Week	$1,500.00
	Subtotal	$5,500.00
	FOURTH YEAR	
J05	General	$200.00
J10	Gradball	$8,000.00
J15	Kipling Ritual	$6,000.00
J20	Awards	$200.00
	Subtotal	$14,400.00
	GENERAL COMMITTEES	
K05a	Eng Employment Liaison	$65,000.00
K05	Employment	$200.00
K15	High School Liaison	$300.00
K20	Women's Issues	$400.00
K25	First Year	$400.00
K30	Orientation Expense	$2,000.00
K31	Orientation revenue	$0.00
K35	Skule TM	$3,000.00
K45	OEC	$600.00
K55	SUDS Expense	$1,000.00
K56	SUDS Revenue	$0.00
K60/1	Special Projects	$7,500.00
K70	Science Outreach	$100.00
	Subtotal	$80,700.00
	TOTAL- Committees	$128,400.00
	TOTAL- General	$69,700.00
	GRAND TOTAL	$198,100.00
	GRAND TOTAL-REVENUE	$198,101.00
	Excess of Revenue over Exp	$1.00

September 1997

Skule™ News

New CASI Branch at U of T!

by Jai Sachdev ENG SCI AERO 9T8

The Canadian Aeronautics and Space Institute (CASI) is a non-profit association of aerospace professionals dedicated to the advancement of aeronautics, astronautics, and related technology in Canada. CASI is the pre-eminent forum for networking between members of the Canadian aerospace community and for keeping aware of what is happening in the Canadian "aerospace scene".

Many of the universities in Canada have student branches of CASI. The Universities of Waterloo, Ryerson, Queen's, and Carleton all have well-established CASI student branches. This is the first year of operation of U of T's CASI Student Branch.

The main function of the student branches is to provide students with interesting and informative activities related to the aerospace industry. Industry tours, industry speakers, CASI conferences, and the opportunity to attend local CASI Toronto Branch meetings are events that are available for student members.

Another part of the CASI student branch are opportunities to enter aerospace-related design competitions. One such competition is the "Free Flight Glider Competition" which challenges teams to build gliders that can fly unpowered for the longest possible time with varying payloads.

CASI membership is a must for anyone considering working in the aerospace industry in Canada. Student membership costs $30.00 per year. This fee allows each student member to participate in the mentioned activities; to receive four issues of the CASI Journal, and the CASI Log; and to have access to a network of industry professionals, which is helpful when looking for employment (summer and full-time).

If you are interested in joining the inaugural UofT CASI Student Branch, or if you would like more information, contact Jai at *sachdev@ecf.utoronto.ca*, or check out the CASI web-page (*http://www.CASI.ca*).

What is CESA?

by Agnes Ng CIV 0T0

CESA, the Chinese Engineering Students' Association, is the only Chinese Students' Association within our faculty. The membership fee is $12 annually. As a CESA member, you are entitled to discounts at many different stores located across Toronto as well as an initial gift.

CESA organizes a variety of events for its members, including trips and group athletic activities. In addition to the regular events, this year, we want to form a new committee which will be actively involved in community work within Toronto. Extra events will be hosted this year as a result of the feedback from *you*, the members. We hope that the coming events will be equally as successful and well-attended as the events in September. If there are any questions, you are welcome to visit us at our booth located at the SF cafeteria. You can visit us online at *http://www.ecf.toronto.edu/~cesa* or write to us at *cesa@ecf.utoronto.ca*.

Past and Upcoming Events:

September 2, 1997 to October 10, 1997
Free gift with Membership Sign-Up

September 7 - 8, 1997
Used book sales

September 8, 1997
CESA Times published and ready for members to pick-up

September 12, 1997
CESA Free Orientation BBQ for members

September 25, 1997 FREE Orientation dance organized by 9 different CSAs across Ontario at Casablanca.

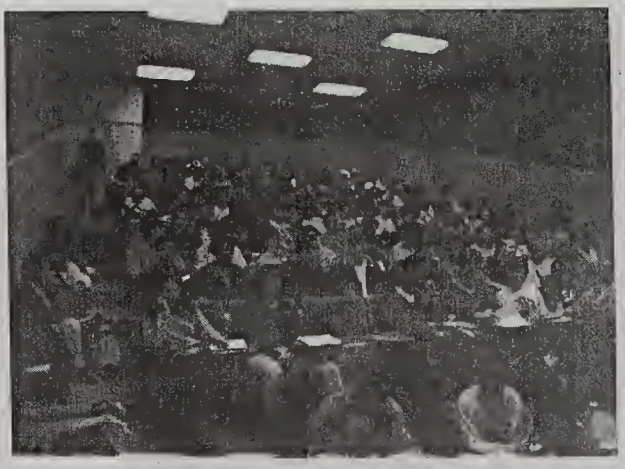
October 12, 1997 Thanksgiving Dance at Casablanca

Women In Engineering Association

by Rebecca Curran CHEMOTO

On September 10th, WEA held their first event of the 1997-1998 school year. The pizza party was part of the Women in Engineering Association Mentorship program, and offered a chance for mentors and first year women to meet and get to know each other. WEA would like to extend their thanks to all involved with the program and encourage mentors and mentees to keep in touch.

For more information on WEA and upcoming events, visit the WEA web page: *www.ecf.toronto.edu/~wea*. Worth mentioning: The class of 2001 — this year's Frosh — is 26% women. That's up from 21%, the plateau for the past few years. Let's hear it for 0T1!



ZOOM Ads: What's the Deal?

by Yaron Derman INDY 0T0

It's the advertising you can't avoid.

By now, every engineering student, male and female, has been exposed to ZOOM MEDIA advertising. Rather than posting ads in busy corridors, which get passing glances, ZOOM found the perfect location for them. Men's washrooms have ads above the urinals and sinks; Women's, the backdoor of stalls. They call this their "inescapable" media.

Why does UofT engineering have billboards in its bathrooms? This is the package ZOOM offers UofT:

-The university appoints a committee which approves all posters. Seemingly, this committee liked the Calvin Klein ads. These ads are by far the most noticed ones.

-UofT is given twenty percent of all advertising space for its own use (such as the AIDS awareness campaign, and the campus services' posters.). According to Martin Poitras, the general manager of ZOOM's Toronto office, students have the ability to express their voice, by submitting posters to the committee.

-ZOOM is completely responsible for maintenance; damaged frames are not charged to the university.

-ZOOM pays rent for its billboards, as well as hiring students to maintain them.

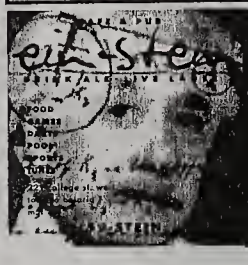
Over fifty other universities across Canada have made similar agreements with ZOOM.

I was not told how much the University is paid in rent. Figure that there must be at least two billboards in each washroom generating revenue. Assume that rent per-billboard is ten dollars per-month and four washrooms for each engineering building. This comes out to around $4000, or, around the cost of one tuition over the course of the year.

Taking and informal poll, I found that both males and females liked the idea of bathroom billboards. Last year, there was an anonymous group called the Escher Appreciation Society. They covered the ZOOM ads with M.C. Escher artwork as a sign of protest. It seems most engineers are not of this opinion. The reason given was that it gave you something to read or look at.

ZOOM has already negotiated with some universities to install full-sized billboards in high-traffic corridors and cafeterias. They just might be coming to a corridor near you.

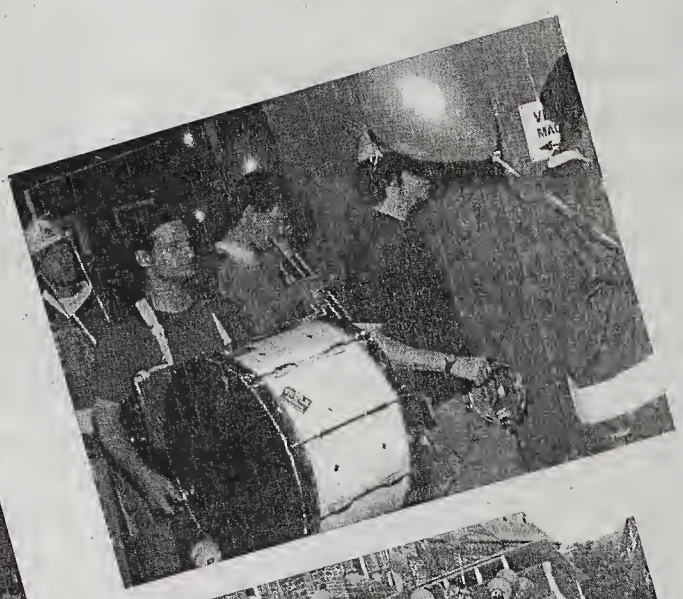
Future Frosh of 2T0? (turn the page for more U of T Day photos)

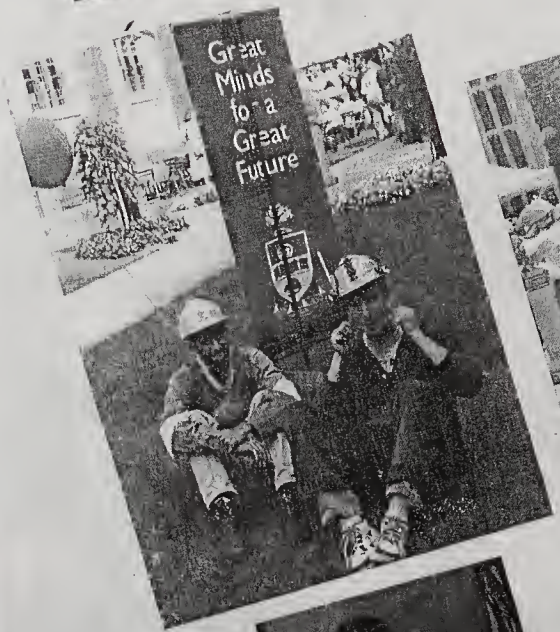


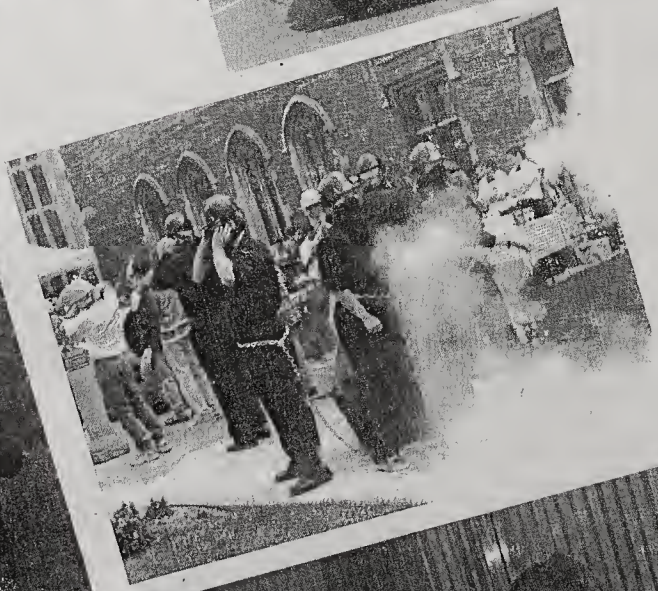
Check out our October line-up.
Comedy Nite Tuesdays
Is laughter more important than knowledge? Come find out!
Aprés-Suds Fridays
Come early or you might not get in!
$2 Saturdays
Need we say more?
Super Sports and Games Sundays Free Pool, Games, Tournaments... (Open at 6pm)

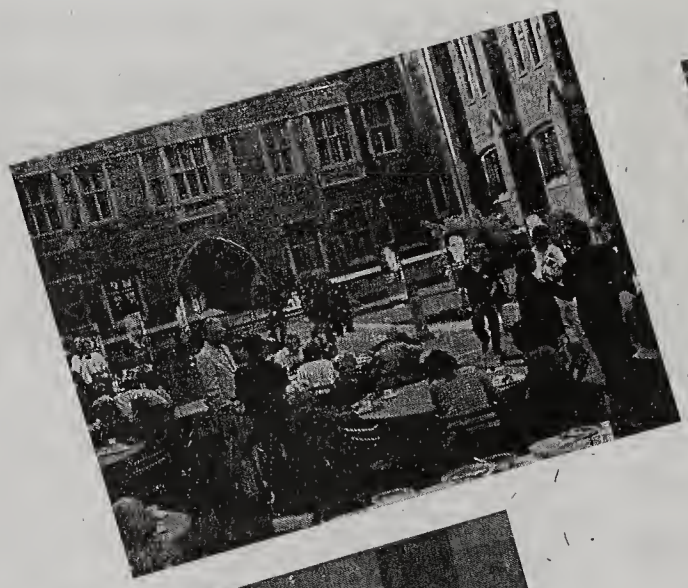
U of T DAY

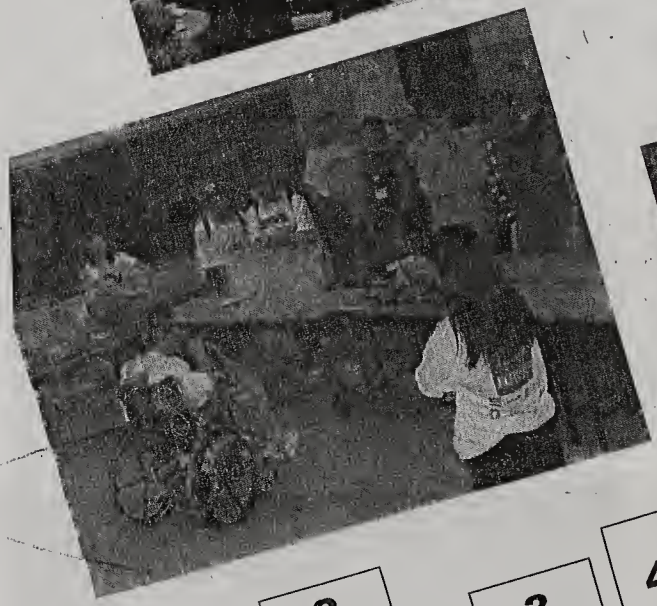
UNIVERSITY OF TORONTO

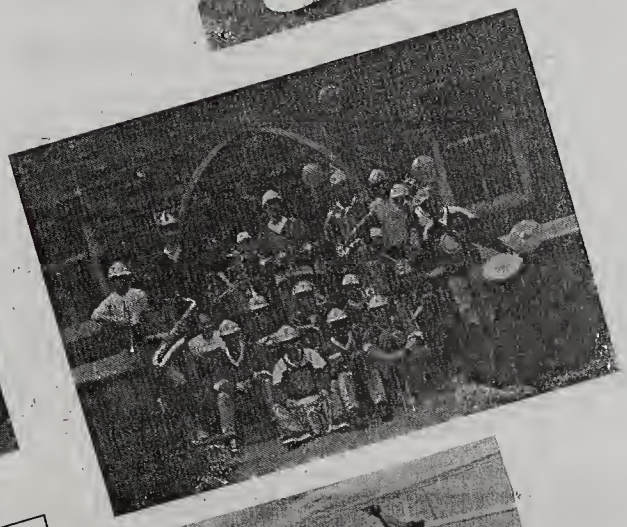


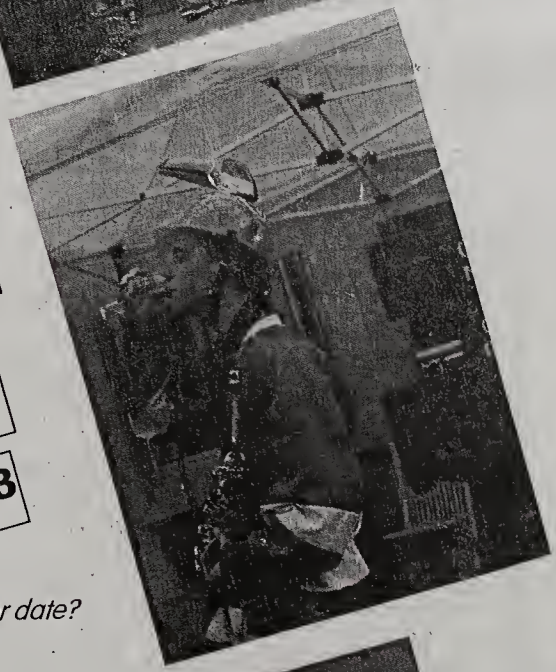












1. *Sure it plays great chess, but who would you rather date?*
2. *Balloon to the head*
3. *Harthouse courtyard, before the LGMB*
4. *Happy, happy, joy, joy!*
5. *One out of two ain't bad*
6. *All right... who was it this time?*
7. *The trucking LGMB*
8. *Stop. Stop! STOOOOOOOOOOOOOP!!!!*
9. *Will stop playing for food*
10. *Let's keep those formulae in there*
11. *A fluid demonstration*
12. *Wine and sax*
13. *Somebody went to UofT Day, and all I got was this lousy t-shirt...*

Skule™ News

Sally At The OESP

by Sally Atalla MECH 9T7+P

Since I did not attend the ESSCO (Engineering Student Societies' Council of Ontario) AGM, I welcomed the opportunity to meet the other elected presidents and VP Externals. We all had a chance to introduce ourselves and get to know each other in the airport, on the plane, and during our first evening in Thunder Bay (home of Lakehead University).

In particular, during the flight, I discussed shared problems and issues, that we experience at U of T, with the president of the Ryerson EngSoc. These issues include trying to meet the needs of mature students, as well as facing the issues of being a school that contains primarily commuters, and catering to a student body with a wide multicultural base. We would like to work further on ideas to address these issues. I would like to have a good base of information to start the Climate/ Community in Engineering Committee with a pool of ideas and some focus. For anyone who is interested in getting involved on this committee regarding these student issues, please contact me at 416-978-2917 or visit me in the Engineering Society Office (SF B670).

ESSCO (Engineering Student Society Council of Ontario) Discussion

Members of the ESSCO executive gave reports on the status of the projects they are currently working on. Many of these mandates were assigned to them at the ESSCO AGM held in June.

General: The ESSCO Exec has had a couple of meetings during the summer to set their focus for the year. Dustin has been working with the Vice Presidents on their projects.

Theme: The theme for ESSCO this year is EXPOSURE!!! Let people know what ESSCO is and what the organization does. Examples of this exposure are the web page and the ESSCO article.

PEO Organization: Dustin has been examining the structure/hierarchy of PEO and will be sorting out where we (as students) fit in.

ESSCO Article: Dustin provided an article about ESSCO that the member schools could put in the student newspapers. See the September 1997 issue of the *Cannon*.

Web Page: Mike wants input regarding the layout and the content on ESSCO website. Presently, on the web-site you will find the following:

- a link to ESSCO documents
- a list of Ontario Engineering Schools
- mailing addresses
- organizations and conferences
- engineering events calendar (we must add UofT events)
- a list of people on the link

E-mail: To get in touch with the ESSCO executive, you can e-mail: *exec_position*@essco.on.ca

National Graduate Register: He has been looking into information regarding job search for students. (see NGR slides) URL: http://ngr.schoolnet.ca We should spread the word and find out what our students think of this.

Outreach: He has been getting information from schools with respect to various outreach programs that exist for schools that do not have any outreach programs. Many ideas were presented regarding different ways to reach high school and grade school students. Ideas for hands on events can be obtained from the YES Camps (Youth in Engineering & Science Camps) across Canada; they have many activity books.

Mike will be developing contacts with SCAO (Science Consultants Association of Ontario) and STAO (Science Teachers Association of Ontario). He would like to put together a resource list of regions that are already being served with outreach programs.

PEO (Professional Engineers Ontario) Student Membership: PEO likes ESSCO's idea of having student members. Mike has met with PEO and has been discussing whether or not there should be a membership fee. "Will a membership be taken more ship?" vs. "Can a student can afford a membership fee?" is the issue. PEO is interested in seeing a student "wish list"; that is, what do students want in a membership from PEO. Once student membership is finalized, we (the members & exec of ESSCO) will launch a campaign to inform the students.

View-an-Ad: This company is hired to get ads for publications like the Frosh Handbook and the Yearbook. Schools dealing with this company need to get a GST number. ESSCO will look into whether or not ESSCO can get a GST number for schools that do not have one or do not want to get one. For information on this, there is a government web-site.

Overall Impression

I noticed that ESSCO has changed a lot over the years. At CCES '95, ESSCO was crumbling and was at a stage where the members were questioning is value to its' members. Now, ESSCO has more direction, ideas, and vision so that it can serve its' members.

Overall, OESP was a great time to exchange ideas, information, and problems with other EngSoc leaders in Ontario. Many of the problems that we encounter are common, and sharing information avoids much duplication when trying to come up with a solution.

Karen's OESP Report

by Karen Virk ELEC9T9

From September 12 to 14 our beloved *(Huh? –ed.)* Engineering Society President Sally Atalla and myself, the lovable *(Double Huh? –ed.)* resident VP External, attended the OESP Conference in Thunder Bay. For those of you who are curious, the OESP conference is the *Ontario Engineering Society Presidents'* conference. It is a chance for all the engineering schools to get together and exchange information.

This conference specifically dealt with problematic issues that some schools are facing now and how to forsee problems that we might face in the future. As well, it was a forum for making external contacts for UofT so that we have a group of people to rely on in the future when we need information.

Some of the major topics that were discussed were:

Future of F!rosh Week: One of the major problems that other schools are dealing with is how to keep their F!rosh Week. Many other schools are very restricted in what they can and can't do. McMaster and Western are in serious danger of losing their F!rosh Week. This is something that we may be facing in the future and the one consensus that was reached was that all major problems seemed to stem from irresponsible "F!rosh leaders". As well, a totally "dry" F!rosh week may be in our future.

National Engineering Week: Every year, one week is designated for Engineering. NEW, as it is termed, is a huge event throughout Canada but for some reason is not that big at UofT. Suggestions were given for events and ways to promote our profession not only to engineers but to the public in general. Many of these ideas will be implemented by the Professional Development Committee.

Marketing Engineering Society Events: Every university seems to have a problem marketing its events to the general student population. Many ideas were discussed. For the different ideas or for suggestions, please talk to your class rep.

Student Membership for the PEO: The Engineering Societies Student Council of Ontario (ESSCO) is working on a student membership with the Professional Engineers of Ontario. Original ideas and steps taken seem to be very optimistic and if everything works out perfectly, we could have student membership for next September.

Responsibility of Engineers: David Eryou spoke about the responsibilities professional engineers have and gave some very good insight on what problems we may face in the future in the courtroom as P.Eng's.

This is just to give you an idea of what major topics were discussed and if you would like to know about this in more detail or would like to know what else was discussed, please drop into EngSoc and leave a message or email me at *vpexternal@skule.ca*. If you want to read the reports or wish to ask any questions about this conference or conferences in general, PLEASE let me know!

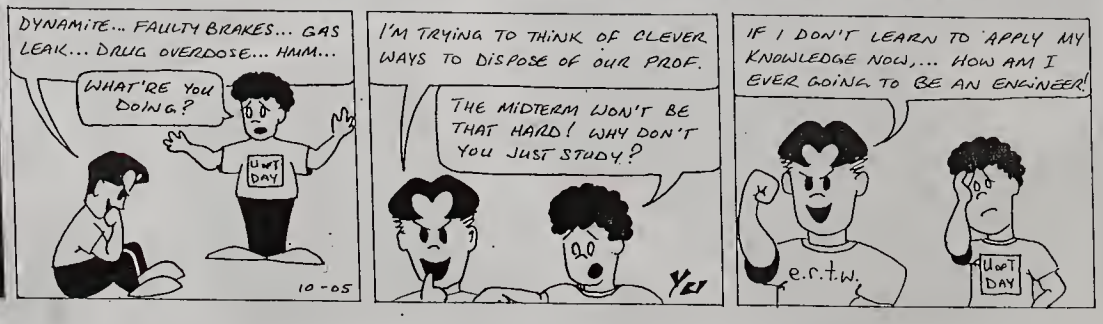
@skule.ca

Engineering Society's Electronic Mail Directory

Address mail to <name>@skule.ca

Officers	
President	president
VP External	vpexternal
VP Finance	vpfinance
VP Activities	vpactivities
VP Internal	vpinternal
Affiliates	
EAA	eaa
PEY	peyclub
Engineering Arts	artsclub
Committees	
EFCR	efcr
Blue and Gold	bluegold
Communications	engcom
Employment	employment
First Year	firstyear
Fourth Year	fourthyear
High School Liaison	highschool
Professional Development	profdev
Social	social
Womens' Issues	wic
Appointed Positions	
Stores Manager	stores
Suds Manager	suds
Archivist	archivist
LGMB	lgmb or bnad
Skule™ Nite Producer	skulenite or nite
Toike Oike	toike
Cannon	cannon
Yearbook	skulebook
F!rosh Handbook	handbook
Computer Sysadmin	computeradmin
Speaker	speaker
Webmaster	digital
Miscellaneous	
Ads Manager	adsmanager
Skule™ Daze	skuledaze
Alumni Affairs	alumni
CCES '99f	cces99
ESSCO	essco
CFES	cfes
Project Magazine	project-magazine
Sunrayce	sunrace
BNAD Mailing List	dalgmb-list
Skule™ Cannon	kaboom

Stanland by Stanis Yu ENV CHEM 9T9


DYNAMITE... FAULTY BRAKES... GAS LEAK... DRUG OVERDOSE... HMM...
WHAT'RE YOU DOING?
UofT DAY
10-05
I'M TRYING TO THINK OF CLEVER WAYS TO DISPOSE OF OUR PROF.
THE MIDTERM WON'T BE THAT HARD! WHY DON'T YOU JUST STUDY?
YU
IF I DON'T LEARN TO APPLY MY KNOWLEDGE NOW,... HOW AM I EVER GOING TO BE AN ENGINEER!
e.r.t.w.
UofT DAY

VP Ex Notes on the New Engineering Career Office

by Karen Virk ELEC 9T9

The new Engineering Career Office will soon be born!

After many months of hard, gruelling work, the fruits of our labours is about to be seen. The new Engineering Career Office is slated for its grand opening within the next two weeks. The new Engineering Career Officer is Seema Opal and the office should be fully accessible to students fairly soon!

Last year, students voted to establish a new Employment Office and over the summer the Employment Committee Co-Chairs Shailja Tewari and Nauman Hasan and myself worked on establishing this office and getting as much student feedback as we could.

The Engineering Career Office is strictly for the purpose of marketing undergraduate engineers and getting job postings. To that end, students will be able to access a database of job postings through ECF, with hard copies located in the office itself. In addition, the office will provide a resource library with information on different companies adn their contact information.

The office will operate jointly under the Engineering Society and the Office of the Vice-Dean, and overlap in its duties and those of the Career Centre or PEY office will remain at a minimum.

The location of the new office is in the basement of Sandford Fleming, room B780, right beside the Atrium and the PEY Office and two seconds away from the Engineering Society and the Engineering Stores.

This is a very exciting time for undergraduate engineers. This is the first time the Engineering Society has taken an initiative of such large magnitude to increase the number of students employed. The support from the faculty, alumni, industry and students was incredible.

I would encourage everyone to drop in and say hi to Seema. Remember, this is a new office and it needs YOUR help to get started and to get off the ground.

The New Career Office

continued from page 1

work closely with the team at the Career Centre in the Koffler Building to bring in many challenging and rewarding job opportunities.

Some of the new career initiatives that I plan to implement this year include:

- on-line resumes
- an alumni mentorship program
- an Engineering Career Fair
- company and industry insider reports
- career option seminars in which industry leaders speak about their profession and career paths
- specially created contact databases and reference directories

Again, I am thrilled to have this opportunity to work with you to develop top-rated career services within your faculty.

Please feel free to drop by the career office located in Room B780 next to the PEY office and the cafeteria. The tentative office hours are Mondays, Tuesdays, Thursdays, and Fridays 9a.m. to 5p.m. and Wednesdays 12p.m. to 8p.m.

I look forward to working with you!

Hey You!!

Be a part of the new Engineering Career Office

YOU can ensure that this office is doing all it can for you by helping out.

Volunteers are needed to help the new employment officer and market the office to engineering students.

If you are interested in helping out with the new office, please email the Employment Committee Co-Chairs at tewari@ecf and hasann@ecf or email the VP External at vpexternal@skule.ca

Skule™ Nite Auditions

Auditons and sign-ups for all Skule™Nite positions Cast/Crew/Production Team... everything (kind of) are on the following dates at the following times:

October 14 7 - 10 p.m. 4th floor Haultain
October 16 6 - 9 p.m. 4th floor Haultain
October 20 7-10 p.m. 4th floor Haultain
October 22 6-9 p.m. 4th floor Haultain
October 24 7-10 p.m. 4th floor Haultain

Dance, sing, act, build... do whatever you do best!

Skule™ News

A Different Kind of Conference

by Vera Kan CIV 979

Presenting the report to Minister Ralph Goodale.

This summer I had the chance to take part in an exciting conference. This was the APEC Energy Ministers' Meeting held in Edmonton, Alberta, and activities extended from August 22 to August 29. Because I was working for a company was in the energy sector this summer, a unexpected email gave me the opportunity to apply for a spot to represent Canada as a "youth delegate".

APEC is short for "Asia-Pacific Economic Co-operation" and it is a forum for business and government leaders from 17 Pacific Rim economies, of which Canada is a member. These representatives gather together yearly, network, and hopefully do more business better with each other. In this case, the energy ministers of the APEC member economies were gathering to discuss various issues, such as how to improve energy reserves in Asia, how to lower barriers for selling energy, and other business-related issues.

Sounds a little hum-drum and by now you're wondering why I (an engineer and not a business major) went. My role was to join with seven other young Canadians (forming the "Youth Core Team") involved in the energy industry and write a report to the Canadian minister of Natural Resources. Our report was to discuss energy issues and how they relate to young people like us.

What did we tell the Minister? In a nutshell we were interested in two major areas. The first was environmental sustainability is essential if you want to maintain long-term energy supplies. The second was that we should foster (oh, how many times we repeated that word in our report!) more opportunities for young Canadians to take advantage of all the action that's happening in Asia (like all the energy projects, the infrastructure, and most of all the **JOBS** they are creating) We asked for more International Study Exchanges, International Work Internship Programs, and (International) Collaborative Research and Development between the industry and academic institutions of APEC member economies.

It was hard work writing that report and in between attending symposiums, round table discussions and meals, we spent 25 hours writing the report over 2 days. The good thing was that all of us were engineers and used to a lack of sleep! One of the Youth Core Team members, (a masters student in civ eng from the University of Alberta) made an oral presentation to all 17 ministers of energy and later on I presented the hard copy to the Minister of Natural Resources, Ralph Goodale. The report was well received by ministers and their aides, of whom some later asked for copies of our findings.

Our time wasn't completely spend on writing that report. Conferences are usually really boring events but when it is a conference with International delegates and you're just a 20 year old student (who would be insignificant to most of these important people) getting to play any part in it is really exciting!

We were allowed into discussion meetings that business leaders attended. We attended a lunch where we met business leaders, diplomats, ministers and researchers. I myself was able to meet not only our Minister of Natural Resources but also representatives from Singapore, Malaysia, Australia and the Philippines. Pretty heady stuff for an undergrad!

I got to learn more about the Pacific Rim countries that make up APEC, the energy industry as a high-level executive or governmental official sees it, and about international conferences in general. I met other young people from across Canada. Finally, I learned just how many exciting opportunities there are in the APEC region.

If you want to learn more about APEC, check out this website: *www.apecsec.org*

And if you are looking for a job in the energy sector or just want to know more about it, here are some helpful places to start: *www.nrcan.gov.ca*

HAPLESS FUSION
©1997 calvin tsang
ADVENTURES OF
slackerman
pt2
... LAST TIME, SLACKERMAN WAS CORNERED BY ARCH ENEMY, ACCIDENT BOY...
let's participate in student government!
... BUT SLACKERMAN'S REMOTE CONTROL IS OUT OF JUICE! WILL PARKER HAVE TO HEAR THIS FOREVER?
... PARKER'S FRIENDS WATCH AS HE UNSUCCESSFULLY FIRES HIS CLICKER...
aargh!
why don't we write editorials in the school paper?
LET'S JOIN THE YOUNG CONSERVATIVE PARTY ON CAMPUS!
SMACK
-arf!
ugh.
woof
NO FEAR
arf!
HMM. VIOLENCE SOLVES EVERY THING!*
THANKS! NOW I don't have to hear his Youth-power sentiments anymore!
yeah, but i can't play Nirvana tunes either.
NO FEAR
THREE CHEERS FOR APATHY!
next issue: parker and laverne go golfing!
bite me!
you're not even on the cover!

* PLEASE DON'T HIT ANYONE WITH A GUITAR. THIS IS A SARCASTIC COMIC, HONEST.

IMPORTANT CANNON DATES

Writer's Meeting: October 15th, 6:30 p.m. Eng Com
Article Deadline: October 27
Copy Editing Session: October 30, 4-6 p.m., Eng Com
Layout Weekend: November 1-2, starting at 10 a.m., Eng Com

Join the Cannon! Show up at one of our meetings, or come down to Eng Soc, pick up a staff info form out of our mailbox, and fill it out! (or e-mail: cannon@skule.ca)

Eng Soc Reports

Presidential Report

by Sally Atalla MECH 97T+P

So you ask, "What has Sally been up to?" and I think, "Hmmmm, maybe I should tell you." During the last month, I've been working on a couple of things (in addition to my daily duties) that are listed below:

Language Across the Curriculum...

Near the end of September, Dr. Jane Freeman from the Language Across the Curriculum (LAC) Program commenced two workshops, that were supported by the Office of the Dean and sponsored by the Engineering Society. The focus of these workshops was oral communication. Students looking for an opportunity to practice communication skills in a relaxed, friendly environment, were encouraged to sign up for these free courses.

This was a great chance for students to practice for important speaking situations like interviews, thesis presentations, and seminars. Students who had signed up for the fall workshops were given pointers on public speaking, and were also able to videotape themselves so that they could watch their speech and gestures while giving their presentation. If you missed out on these sessions, and are interested in practicing on your oral communication skills, there will be more sessions at the start of next term.

More Language Across the Curriculum...

According to Dr. Jane Freeman (from LAC), "Faculty members, students, and members of industry offer anecdotal evidence to suggest that students are ill-prepared for the communication demands of the workplace." Dr. Freeman has explained that the LAC staff frequently gets feedback about the communication abilities of undergraduate engineering students, but "no hard data exists on the oral and communication skills of engineering students at the U of T." Dr. Freeman came to the Engineering Society with a proposal for a research project to assess our communication needs, and in doing so, needed to gather data to answer three questions:

1. Whot communication skills do students orrive with their first yeor?

2. Whot skills do they leorn while ot U of T?

3. Whot skills do they need when they groduote?

The proposed project has 3 phases:

1. gother informotion from undergroduote engineering students ot U of T (funding requests to the Engineering Society)

2. survey U of T olumni on whot skills groduotes use in the workploce and how U of T should better prepore their students for the workploce (funding requests to the Alumni Associotion)

3. survey mojor employers of U of T engineers to determine whot skills ore required of entry-level workers (funding requests to the firms in industry)

The Engineering Society has given some financial support to phase 1 from the "Special Projects" fund. The gathering of information for phase 1 began in September, when a pilot group of first year students were asked to answer a questionnaire administered by LAC.

I will keep you up to date with what is going on throughout the year regarding this initiative. If you have any comments or questions, please get in touch with me in EngSoc (SF B670) or call me at 416-978-2917.

The Dragon Boat Racing Team

ZOOM Advertising...

(memorandum from Administration & HR, and Operations & Services)

"With the budget crunch, administration was encouraged to investigate and research projects which would increase the University's revenue base. In late 1995, the University was approached by two companies with respect to installing small billboards in public restrooms... The timing of the approach coincided with results from focus groups with students as to effective ways to advertise campus resources and services. Their advice was to put posters in cafeterias, libraries and washrooms... a 6 year contract was signed with Zoom Media Inc. The contract offered a $50,000 signing bonus, $50,000 free advertising in Telemedia ratio stations and magazines, a minimal annual guarantee of $100,000, 15% of the panels for U of T use, approval of the ads, and the right to terminate after one year. The agreement commenced September 1, 1996."

"Zoom has asked for a decision with respect to the 1 year trial period of the contract... We would recommend that the contract be continued for the next 5 years.... We would also recommended that the following two steps be put in place:"

- a small committee be established to view the ads (I sit on this committee) to relieve some community concerns regarding the type of ads on display

- a decision be made regarding the use of funds (I need to know what you think). It is proposed that the revenue be dedicated to things related to student needs (like the Athletic Centre, fixing up student lounges, etc...)

These ads are presently located in Galbraith, Mech Eng, Wallberg, Mining, & Sandford Fleming buildings.

If you have any questions or comments regarding this issue please contact me in EngSoc (SF B670) or call 978-2917.

Dragon Boat Racing...

It's awesome!!!! They had a great weekend of competing at Ontario Place (Sept 20 - 21)!!! They were definitely the most spirited group at the event. Picture a yellow hardhat duct taped to the head of the Dragon with the sound of "We are, we are, we are, we are the engineers..." echoing across the water... 'Twas very cool.

Paradi's Parody

by Alex Paradi INDY 97B

Well, Gina has asked me for a report on what I have been up to and how all things pertaining to my position are going, and what Gina wants, Gina gets.

Before getting into the particulars, I would like to thank the Alumni Association, who has chosen to make their contribution to the students through the Engineering Society. Every year they contribute a very substantial amount of money to us, which is then distributed among the various committees and Clubs. It is rare for the Association to receive recognition for their generosity, so please, if you get the chance, stop by Assistant Dean McGrath's office and thank him.

Now here is the rest of my report:

All I really care about is money. As VP-Finance, this all I have to care about. Frosh week? Others will ask 'Did they have fun?' I ask 'Did we lose money?'. So far I have been a very happy camper. Orientation was a huge financial success. In the past it has gone over budget by as much as $3,000. This year, due to the hard work of Joe McNamara and his team, Orientation will come in about $1,000 under budget (the final numbers are not all in yet).

Suds finally seems to have found a happy balance between not losing money and keeping customers happy. There is no possible way they could lose more money than the pin-heads in charge of it last year. By the way --- food will return to Suds eventually.

The Engineering Stores hired a contractor to re-introduce the sales of 1st year textbooks. There was a little stumbling and fumbling, but in the end it was a successful venture. The Stores manager and the contractor have both made an effort to revitalise the Stores. It is their goal to provide everything that an engineer needs, at the *cheapest price* possible. Please support the Engineering Society by purchasing your school supplies at the Stores. Any money the Stores makes is used either to improve the Stores, or by the Engineering Society to improve its services for you.

The Engineering Society does its best to support any venture involving Engineers. To this end, the Special Projects Fund was increased substantially this year (thanks largely to the Alumni Association's increased contribution). Some of the more recent recipients are: Dragon Boat Racing, Formula SAE, and Language Across the Curriculum.

There, it's done. Happy Gina?

The VP-X(ternal's)Files

by Karen Virk ELEC97

This past month has been very hectic on the external front. The OESP (Ontario Engineering Societies' Presidents') Conference took place and the final stages of establishing the new Engineering Career Office have been coming into play. For more information on those two subjects, please read the respective articles located in this very issue. As for what's coming up in the future, I plan on holding a huge external event in the atrium with booths set up for each external organization so students can ask questions and get information on what's out there and how to get involved. As well, you can find out what all those acronyms stand for!

This event will hopefully be a good way for you to get some of the feedback we have had from other schools, and to also let *me* know what *you* want to know from other schools and organizations. All of these organizations are here for you so take what you can from them. I also plan on establishing an email newsletter called X-Com (eXternal Communications, isn't the title neat?) to keep everyone informed on what's going on externally. In addition, you'll find information on seminars and announcements relating to committees under VP External.

Another thing to think about: applications for CCES 98 will be coming out fairly soon, so if you're interested in applying, keep your eyes and ears open. CCES is the Congress of Canadian Engineering Societies and CCES 98 is a conference that is taking place in Edmonton the first week of January. Don't worry, full details will be forthcoming shortly. I think that's about it for now. Good luck on your midterms and if you have any comments or suggestions for any of the above, or something totally new, please email me at *vpexternal@skule.ca* or leave me a note in EngSoc. I'd love to hear from you on how we can improve things!

Entertainment

TechnoGuru's Barney Blarney

by Greg Kunyavsky COMP 070

I am very excited to bring you this column. My purpose is bring you the lesser known technological marvels, that are yet to shake the world. In other words I want to stay away from the old news about the greatness of Internet, multimedia, and DVD. I believe there are a lot of new great products and ideas out there, that managed to escape the watchful eye of CNN, and I'll try to find them. Have an opinion? Your friendly neighborhood technoguru (me) is anxious to know what you like, don't like, or what you think is a great idea for next month's issue, email me at *kunyavs@ecf* (I am considering putting your responses on a web page to stimulate the exchange of opinions)

This month's feature is Barney. Yes, we all hate him. And he is made by Microsoft, which we all hate too. Barney is an interactive plush toy for children under 5. He can sing 17 different songs and knows 12 educational games. The Barney User Interface is pretty simple: squish his hand to play a game, squish his toe to sing a song, or cover his eyes to play Peek-A-Boo.

So what's new about that, you say?! Well, Microsoft and PBS also released some videos and CD-ROMs that are "Barney Enhanced". Through a special transmitter (sold separately of course) Barney becomes part of the program encouraging children to participate in the singing, dancing and whatever else Barney does. According to Microsoft, that facilitates learning by reinforcing the positive concepts mentioned in the program. So Barney is computer- controlled and that means hours of fun, even for big kids like us.

Barney has a problem, though. He suffers from acute sensory deficiency and this hurts his interactiveness. To get children involved, Barney asks questions, but he is not designed to recognize whether the answer was right or if there was no answer at all. Clearly the "squish my limb" interface is pretty limited, so effectively Barney is only good for talking with the video or a CD-ROM and wiggling his purple arms. The concept has potential, though. Children like talking to their toys, so toys should listen. Limited vocabulary voice recognition can make simple games, like naming colours and numbers, really fun and educational. The technology to do this exists today, accuracy is not a problem if there are only a few possible responses, and if the radio link were bi-directional, then the host computer can do the voice recognition and other tasks that Barney's own little brain can't handle (MSBarney SDK anyone?).

So while Barney is a big improvement on Tickle-Me-Elmo, I am not quite ready to buy one yet, especially at $140 plus about $70 more for a PC interface kit (Toys'R'Us). But that is only version 1.0; if past Microsoft experience is any indication, Barney 2000 should be far less of a dinosaur than he is today.

The response on the Internet was mostly negative, fearing that Microsoft's marketing agenda will leak into Barney's repertoire in form of songs like "I love you, You love me... We'll buy Windows 2003". Also the possibility of a Microsoft Barbie was suggested – it would sing "Barbie Girl" and be targeted at the Adult Entertainment market. On a more serious note, one person supported Microsoft's claims saying that his daughter was VERY responsive to Barney.

So was that interesting? Stu-u-upendously boring?

Or did you skip to the end after reading the first sentence?

Drop me a line at *kunyavs@ecf*.

Teresa's Impressions On A Football Game

by Teresa Huang GEO 979

On the other day, I went to watch the Varsity Blues play. I've never watched a football game, and I didn't think it all that *exciting* to watch men in tight clothes pummeling one anther and doing a funny dance at the end of the field. Needless to say, I was rather confused when the game started. And it didn't help that I had trouble finding the ball for the majority of the time. So a friend was explaining the rules to me as the game progressed, and he was getting visibly agitated upon realization that I was more fascinated with the cheerleaders than the actual game. So finally, he tells me that the game was now two quarters done. And what did I do to sound a little more familiar with the game? I so intelligently asked: "How many are there?" 'Till this day, I still wonder how complex an emotion a person's stare is capable of conveying! I guess I was a little over 90° but not quite making the 180° mark.

Minor glitch in the art of achieving verbal intelligence. Nonetheless, I am a sucker for wit. It is horrible! I'm sure that I would have fallen for Winston Churchill if he weren't a politician, bald and chubby, and well, dead. What can be more intriguing than a caustic and sardonic guy? Well, maybe a caustic and sardonic girl. Yet how shall one go about finding a person fraught with such verbal acuity? The majority of the conversations that I have from day to day go something like: "Did you do that problem set..." And it's not as if I can pull someone over and say: "Would you be so kind as to have a witty conversation with me?"

Alas, there is something more disdainful than mundane conversations. I used to know this quarter-wit who somehow had gotten a compilation of a bunch of personal files that I have written, which would seem obscure in others' eyes. And he called me one night and had a soliloquy for almost TWO hours analyzing the intrinsic meaning of my writings. In the end, with the usual flourish he concluded that I was gay. I almost fainted at the absurdity of his reasoning, or lack of. And I certainly didn't feel pompous for thinking that he was utterly dense. I mean, everybody knows that it takes at least eight quarter-wits to make up a wit!

this month @skule

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5	6	The Cannon issue! 7	8 IEEE Maple Seminar SF1105 5 p.m.	9 IEEE Career Growth Dinner - 6-9 p.m. Faculty Council Meets GB202 2 p.m.	10	11
12 CESA Thanksgiving Dinner/Dance	Thanksgiving (No Skule!) 13 Skule™Nite Auditions This Week →	14 Engsoc Executive Council Meeting *(tentative)* GB202 6 p.m.	15 Skule™Books On Sale This Week!	16	17 Oktoberfest!	18
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